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ABSTRACT

A study was conducted by the South Side Child Care Committee (SSCCC) primarily to assess the future child care needs of parents residing in seven neighborhoods of South Minneapolis and to involve community members in policy formation and program planning processes. Initially, a pilot study utilizing the Delphi approach and a SSCCC-developed questionnaire was conducted among 54 families in a large, low income South Minneapolis neighborhood with few child care programs. The Delphi technique is a method for structuring a group communication process that equalizes the flow of information to and from all participants. After the pilot study, a door-to-door survey was conducted in all seven neighborhoods in two rounds. Round I involved a random sample of 167 persons and Round II involved 126 persons. The questionnaire used in Round I was open-ended to obtain parents' ideas. The Round II questionnaire prioritized items from Round I and elicited policy forecasts and preferences for the next 6 to 7 years. Because dissemination of information was considered to be perhaps the most important aspect of the study, results were fed back to all survey participants. Additionally, reports were made to the SSCCC and a subcommittee, and Round I and II results were sent to the neighborhood organization in each neighboorhood surveyed. Results are discussed and survey instruments are appended. (RH)

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# CARING FOR OUR CHILDREN NOW AND INTO THE 1980'S

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# CARING FOR OUR CHILDREN NOW AND INTO THE 1980's:

## A Study of Parents' and Childrens' Needs in South Minneapolis

PS 012858

Glen Palm and Margaret Boyer
1979

Southside Child Care Committee
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## INTRODUCTION

> As a community group we hope to represent the diverse needs and desires of our community. We also hope to provide support and leadership in areas of change which we perceive and assess to be in the best interests of the children, parents and child care workers. (SSCCC, 1976)

Day care has become an important social and political issue in the past ten years. The dramatic increase in single and working mothers, changing lifestyles and attitudes have increased the demand and acceptance of day care as a way of life for many young children. However, day care has often been defined too narrowly, referring only to children of working parents. As explored in this study, day care refers to child care in general, how families and communities share the responsibility of providing good care and a good environment for the young persons of the community. There are some persons who assert that it is impossible to be a good parent in our present social context, because our society is overtly and covertly organized against children (Farson, 1974). We believe that communities must work to support parents and children and that communities are composed of many different families who need different kinds of day care for a number of different reasons. It is necessary to provide to working and non-working parents some "community resource to which they can turn for child care advice, assistance, support, and companionship" (Steinfels, 1973). It is with this in mind that we undertook the present study. Our primary purpose was to identify the diversity of needs by talking with parents in South Minneapolis, and organizing to meet these needs.

As our study evolved, so did the purposes for doing the study. It soon became evident that there were a number of reasons for conducting a

needs assessment.

1) To actually document the needs and desires of parents. While we know that there is a need for more infant care, more nursery schools, etc., no one has checked with parents to find out exactly what kinds of care they want for their children.

2) To guide the Proposal Review Committee of SSCCC in making its decisions about allocating funds. This committee recommends which programs should receive CDBG and State Child Care Facilities Act monies. (over $300,000 for the fiscal year 1979).

3) To provide a basis for planning for the next 3-5 years. The planning of programs into the future is a difficult process because of the uncertainty involved. The needs assessment attempts to project the need for the next couple of years by talking specifically to parents with very young children (0-3 years old), and asking them to project their need for child care from 1979 through 1981.

4) To educate parents about the kinds of care available. This included giving parents the names and locations of all the programs in their neighborhood. In addition a number of different kinds of child care arrangements were described to help make parents aware of the child care possibilities, even if no such programs existed in their neighborhood at the present time.

5) To develop a good system for communicating and disseminating child care needs information between interested groups.

This report, then, is a description of the process we used and the information that parents shared with us. We hope that it will be a foundation for action by neighborhoods, child care programs, government officials and others interested in young children to assist in meeting the expressed needs,

so that parents are able to do a better job of raising their children and children are able to get the care they deserve.

## SECTION I

# The Early Development
# of
# The Needs Assessment Study

The South Side Child Care Committee (SSCCC) began looking into needs assessment techniques during the summer of 1976. The pressures and uncertainties of planning for the future and the responsibility for recommending which child care programs should receive state and federal child care monies moved the committee to search for tools to aid them in planning and decision-making. The status of child care needs assessment techniques at that time was best expressed by the following quote:

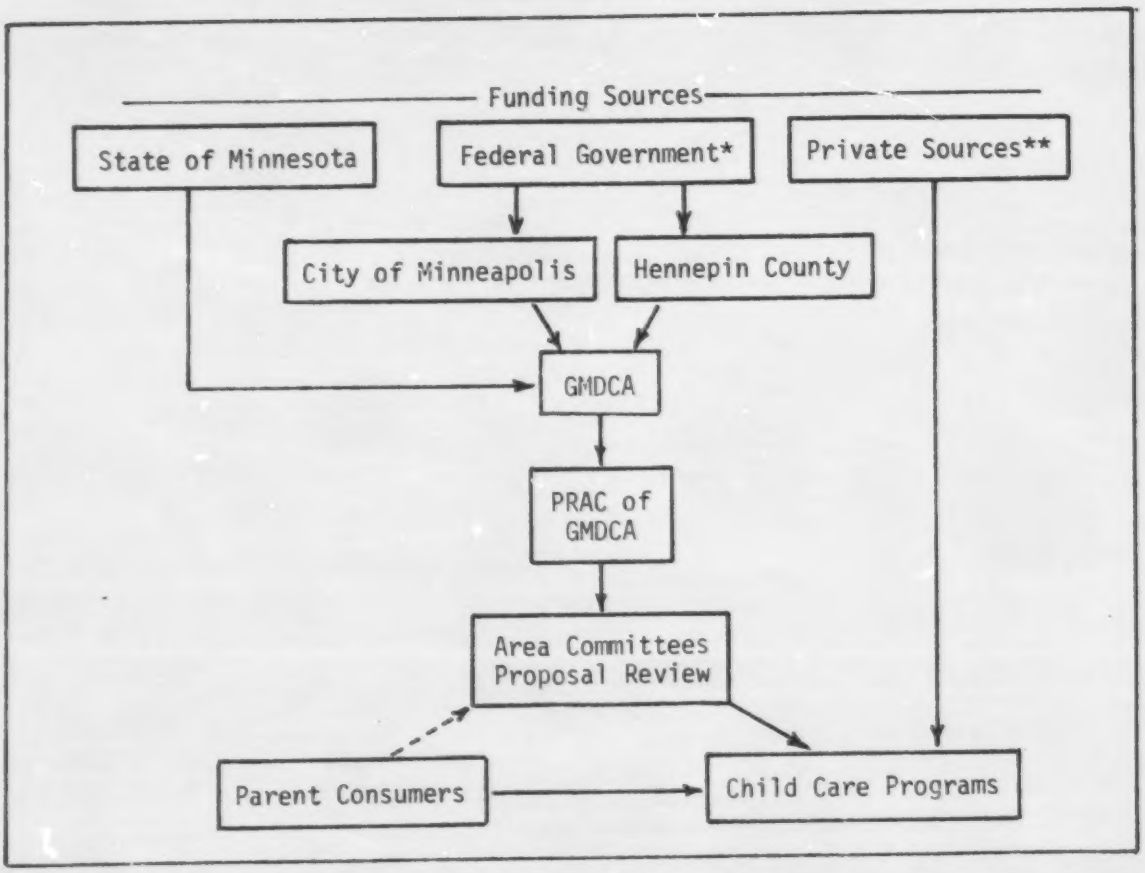
> There is a general agreement that competent planning and determination of priorities should be based upon a careful assessment of states' present and future needs for early childhood and family services. But there is little agreement about how best to define and assess those needs, what kinds of information are readily available and how an adequate assessment might be conducted for a minimum cost. In fact, there is no general understanding about what the task of assessing needs really involves. (Education Commission of the States, Report No. 56, 1976)

A number of studies were reviewed (Fishaut, 1974; Zamhoff, 1971, State Planning Agency, 1975; Schrag, 1975; Hawes, 1975; and Nesenholtz, 1975). These studies all used a questionnaire survey approach to assessing child care needs. The kinds of questions asked revealed different perceptions of the goals of a child care needs assessment. While the surveys asked many interesting and relevant questions, there appeared to be no survey questionnaire that exactly fit the needs of SSCCC. However, the major problem with other studies was not the questions themselves but the information exchange that takes place after the questions have been answered.

The context of the entire planning process has to be considered before ascertaining what information is most useful. This study is seen as an attempt to understand the child care planning context and to direct the information collected in different directions so that the needs assessment process effects the many different levels of the child care community. The planning context of child care in Minneapolis is described by the following diagram.

Figure 1.1

Child Care Planning Context




* The Federal Government provides monies through both HEW (e.g. Title XX, Head Start) and HUD (Community Development Block Grants for Social Services).

** Private sources are Foundations, Churches and other Charitable Organizations.

The federal government funnels matching funds money to child care through the city and the county. The state also provides money through the Child Care Facilities Act. Greater Minneapolis Day Care Association has developed a system for community input through eight area committees, which evaluate proposals for funding. GMDCA is at the center of the diagram and

and functions as a coordinating body. Previously, the assumption was made that parents were represented by the eight area committees. This study questions that assumption and asserts that the area committees, as grass-roots organizations, are responsible for increasing the amount and power of parental input into child care planning. In fact, the parents and their children are the most important part of this entire communication network, but the least involved in decision-making. The development of a technique for assessing the needs of parents and providing a structure for parental involvement in designing child care systems appropriate to their needs became the primary goal for the SSCCC Needs Assessment.

In the summer of 1976 the Needs Assessment Committee was established and a preliminary study of needs assessments techniques was conducted. This initial study revealed a lack of future-oriented planning in the surveys that had been conducted. A proposal for studying the future of child care needs in South Minneapolis was developed. The major thrust of this proposal was to develop a technique that was future-oriented and involved the parents in an interactive manner. The Delphi approach (described in Part II) was the suggested framework for structuring the communication process. An initial questionnaire was developed by a group of persons involved with Southside Child Care Committee. It was field-tested with ten parents in South Minneapolis to assess its utility and clarity. However, the first attempts to raise money for a large study were unsuccessful.

The needs assessment committee did manage to find a small amount of money to finance a pilot study in Phillips Neighborhood This neighborhood was chosen because it was the largest neighborhood in South Minneapolis, it has few child care programs and it was also one of the poorest neighborhoods in South Minneapolis.

There were 21 families interviewed in Round I of questions in Phillips. Ten more families were added in Round II to make up for a bias towards non-working people. (These persons were contacted in the evening while Round I families had all been contacted during the day.) In Little Earth there were an additional 23 persons interviewed for two rounds of questions. The pilot study sample consisted of 54 families within Phillips Neighborhood.

The process in Little Earth was especially interesting. Our role was to provide technical assistance in collecting and compiling information as well as technical assistance in writing a program proposal. This proposal was funded and the information was utilized in designing a child care program. This use of information seemed to represent a model for effectively using the data that our technique had generated.

This pilot study provided us with an important learning experience. The following lessons served as useful guidelines for the design of the larger study.

1) That the community organizations should be contacted and involved in the design of the study.

2) That community members might have different perceptions about appropriate and relevant questions. This information is crucial in designing a communications process such as the Delphi.

3) That a mail survey technique was not an effective approach because of the low response rate (around 2%).

4) That there may be a large percentage of persons who are left out of the sample by using only legitimate birth records as a contact base.

5) Door-to-door surveying was time consuming and uncertain in

terms of how long it would take to locate willing participants, but was an effective method of involving parents in a random sample.

6) That persons in poor communities tend to move often, making their involvement in long-range participatory planning a real problem.

7) That interviews should be done in the early evenings or on weekends so that the sample isn't biased towards persons who are at home with their children.

The completion of the pilot study provided a sample of the information that a needs assessment could produce and how it could be used. This was helpful in obtaining funding for the 1978-79 fiscal year.

## SECTION II

The Delphi Method:

Parents as Child Care Experts

The methodology that was used evolved as our understanding of the child care planning changed. Planning in child care, when it occurs, is a totally uncoordinated effort. There are many different groups involved in planning for the care of young children. The diagram in Part I specifies the major groups involved in allocative planning. Each of the groups can be analyzed and found to have different goals and different criteria for measuring their goals. There appear to be a number of problems with child care planning as it now exists.

1) There is no focus on long-range planning, because present day care services are constantly threatened. The major goal of providers and GMDCA is to maintain the present level of funding and hope for small increases to keep up with inflation. Parents also have a difficult time with long-range planning. They usually need care now and are not used to thinking about and imagining ideal settings for their children. The different governmental bodies set policy for day care from a bureaucratic and economic perspective. Certain groups are selected to receive funds for social welfare purposes or because they have lobbied for it. The political and economic pressures of the present direct the services and policies of the future.

2) The second problem with the planning process is its lack of coordination. GMDCA has the responsibility for coordinating the process but is given very limited power to do so. The power is kept by governmental agencies who make policies and allocate money. Unfortunately no body of government takes total responsibility for young children. There is no clear delineation of who should provide for what needs. The parents have been essentially left out of the process with the exception of a few vocal, involved parents.

3) The third and final problem is one of communication. There are lines of communication between the various groups involved with the exception of parents. However the problem is communication across perspectives. Does the County bureaucrat understand the non-working single parent's need for child care? Does GMDCA's Board understand the Congressional reluctance to fund day care? Each group, and even persons within groups, has a different set of goals, values, and ways of thinking that limit the actual amount of communication that occurs. These problems describe some of the difficulties with planning in child care. It is within this context that the SSCCC Needs Assessment was designed. It is not meant to be a solution to these problems but rather should be seen as an experimental step towards specific goals. The primary goals being to look towards the future, to involve more parents at a grass-roots level, and to make the parental concerns known to various levels of the Planning system including other parents.

## Delphi as a Technique

As previously stated, a number of needs assessment surveys were reviewed. These surveys for the most part lacked a futuristic perspective in terms of the population that was surveyed and the questions that were posed. The needs assessment survey is a good technique for collecting important demographic and preferential information concerning a community. In a typical needs assessment the community members play a relatively passive role by answering survey questions that supply descriptive and preferential information to decision-makers. While the concept of needs assessment is important to the planning process, the existing survey method lacks both futuristic and active partici-

patory aspects that are seen as indispensible to effective participatory planning. One promising method for assessing the needs and desires of the community in a more active manner appears to be the Delphi method (Turroff, 1970; Schneider, 1973). The Delphi technique is comparatively new and might best be characterized "as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem." (Linestone & Turroff, 1975)

There appear to be many advantages to using the Delphi technique with a neighborhood group of parents to determine or clarify differences in purposes and policies concerning child care issues.

1) It provides an opportunity for parents to consider complex and important issues.

2) It helps to orient persons towards the future, enabling them to take more responsibility for creating possible choices for their child's future.

3) It provides a systematic process for more involvement from a large group of persons.

4) It equalizes flow of information to and from all participants.

5) It can minimize the time demanded of respondents in comparison with other methods for participation, such as committees. The Delphi technique as described could provide the opportunity for a large group of persons to develop policy concerning child care issues in the spirit of Anticipatory Democracy (Toffler, 1975) and Community Control.

The specific purposes of the Delphi technique in the present study are:

1) To clarify and prioritize values related to child care arrangements and settings.

2) To define and clarify priorities for allocating child care funds, e.g. what kinds of care do people need and prefer.

3) To provide an educational experience for the panel members by a) providing a framework for thoughtful analysis, b) providing feedback for comparative analysis, and c) stimulating new ideas about the care of young children.

4) To provide an opportunity for participatory design, e.g. new programs or ideas for new approaches to child care will emerge from the follow-up community forums.

## Sample

The sample for the present study was a random sample of 167 persons who chose to participate in a door-to-door survey in seven neighborhoods in South Minneapolis. These persons came from randomly selected blocks in each neighborhood. All the blocks in each neighborhood were numbered and a random number table was used to select the blocks to be sampled. The interviewers were instructed to try to find one person from each of the selected blocks. The sample was limited to persons who had children under three years of age. The rationale for this is that this information base would be more useful to decision-making for the future. We could make projections with this group of parents. This would put us into contact with parents who may need day care in the next 2-5 years. In the sample there were forty-nine children ages 0-1, fifty-six children ages 1-2 and sixty-four children ages 2-3 represented.

We hoped to get a 10% sample in each neighborhood we studied. Roberts (1975) suggests that a 5% sample is adequate for statistical purposes, however our major goal was to involve as many parents as possible in the process. In some cases we were able to recruit a 10% sample, but overall the percentage of

families sampled in Round I was 7.28%. The sample percentage is estimated by looking at the birth records for 1974-76 for each neighborhood by census tract. The records for 77-78 were not available* to us. Instead we assumed that the birth rate for 1977 and 1978 would be the average of the previous three years. The following table presents our estimates for births from 1974-78 for the seven neighborhoods that were surveyed.

Table 2.1

Number of Births 1974-78 in Each Neighborhood

| | 1974 | 1975 | 1976 | 1977(est.) | 1978(est.) |
|---|---|---|---|---|---|
| Lyndale | 112 | 117 | 108 | 112 | 112 |
| Powderhorn | 104 | 100 | 84 | 96 | 96 |
| Corcoran | 57 | 61 | 57 | 58 | 58 |
| Elliot Park | 50 | 54 | 51 | 52 | 52 |
| Central | 140 | 166 | 192 | 166 | 166 |
| Seward | 73 | 72 | 68 | 71 | 71 |
| Whittier | 207 | 206 | 209 | 207 | 207 |

* The 1977 birth statistics became available after this section was written and show a slight increase (0.4%) over the estimate.

It was felt that this was a more accurate estimate of the population of 0-6 year olds than 1970 census information and the city-wide formula for birth-rate decline.

Our Round II sample size dropped to 126 persons. This occurred for a number of reasons. A number of persons moved between Round I and I (a period of from 6 weeks to 4 months) and a few persons didn't want to participate in Round II. Table 2.2 lists the sample size for each neighborhood in Round I and II.

Table 2.2

Number of Interviews in Each Neighborhood

| | Round I | % | Round II | % |
|---|---|---|---|---|
| Lyndale | 28 | 8.4 | 20 | 6.0 |
| Powderhorn | 29 | 10.5 | 22 | 8.0 |
| Corcoran | 20 | 11.5 | 18 | 10.4 |
| Elliot Park | 8 | 5.2 | * | |
| Central | 30 | 5.7 | 17 | 3.24 |
| Seward | 29 | 13.8 | 28 | 13.33 |
| Whittier | 23 | 3.7 | 21 | 3.4 |

* No interviews were completed in Round II

## Questionnaire

The questionnaire for the study evolved from previous pilot studies. The Round I questionnaire was designed to be open-ended so that parents would have the opportunity to think about various aspects of child care without specific answers to choose from. In addition, items to be included and modifications were suggested by GMDCA staff and Board members and the neighborhood groups that we contacted. The interviewers, after an initial training session, also offered suggestions for modifications.

The Round II questionnaire was designed to prioritize items from Round I and to elicit policy forecasts and preferences for the next six to seven years. A final page of evaluative questions was added to the Round II questionnaire. The questionnaires are included as Appendix A and B in this report.

## Procedure

### Training of Interviewers

The interviewers were trained in a two-hour workshop. This training included:

1) Familiarization with the Southside Child Care Committee and the purpose of the study,
2) Guidelines for interviewing,
3) Explanation of the questionnaire and the interviewer's guide,
4) A simulated interview with the questionnaire,
5) Possible problems and suggestions for how to cope with them, and
6) A time for questions.

There was one coordinator chosen from each neighborhood to collect the completed questionnaires. Advertisement for interviewers was done in local community newspapers and through local child care facilities and community organizations. The initial response was good but some persons dropped out before interviewing began. We hoped to get neighborhood people to interview within their own neighborhood but were not always able to be that selective.

The interviewers were given a map that depicted the blocks that they were to canvas. The first round took place in September and each interviewer was given 3-4 weeks to interview approximately 10 parents. After the first round of questions was answered the data was compiled and the results of Round I were given gack to all the participants by the area coordinators.

The questionnaire for Round II was delivered to the interviewers in late October. About 100 questionnaires were completed by mid-December and the remaining Round II questionnaires were completed between January and early March. The follow-up of a community forum in each neighborhood is expected for sometime during the fall. Each participant will receive a letter inviting

them to participate in the forum. The forums will also be publicly announced to the community through the local newspapers and other media.

## Dissemination of Information

The Delphi technique as described is the heart of the data collection process. Once the information has been collected, the next step is to disseminate the information to appropriate sources. The following is a description of the information-sharing process.

1) The information has been given back to all the participants of the survey. The feedback is intended to provide parents with information about the views of other parents in their neighborhood on child care issues. The comparison of one's own views to their neighbors will hopefully provide an opportunity for learning and thinking about children and desireable alternatives for their care.

2) The information was presented in a written report and verbal presentation to the SSCCC and their 1979 Proposal Review Committee. The purpose of this report was to inform the members of the committees of the parental preferences for care as well as some descriptive aspects of desireable care settings. The information was used to help set priorities for funding in 1979 and will be available for use in future years.

3) The Round I and Round II results were sent to the neighborhood organization in each neighborhood surveyed. In addition the coordinator was available to each group to come and report on the results as a neighborhood meeting. The purpose of this report is to provide information about child care needs in the neighborhood to the local organizations so that these needs may be documented, better understood and considered

in relevant actions by the neighborhood groups.

4) The community forum concept has been proposed as a way to inform all interested persons about the results of the study. None of the forums have taken place as of the time of this writing, but it is hoped that we can organize a forum in each neighborhood with the cooperation of the local neighborhood groups. Our intention is to provide a forum for concerned parents to join together and think about the child care needs in their neighborhood. The SSCCC can serve as a technical assistant in helping people to desing both programs and grant proposals. This structure provides an opportunity for parents to consider the results of the study and plan appropriate actions with the assistance and support of SSCCC.

5) This document (The Final Report of SSCCC Needs Assessments) is being prepared to present the results and policy implications for child care in South Minneapolis. It will be distributed to community groups, child care staff, appropriate government officials, and other groups interested in child care. Its purpose is to document the findings, describe the technique, and stimulate thinking and planning for the future of child care.

The dissemination of information is perhaps the most important aspect of the study. The intention here is to feed back the results to various levels of policy-making and decision-making from government through the family to inform and stimulate further dialogues and actions.

## SECTION III

Family Profiles

## Person Interviewed

This section describes some of the basic characteristics of the families interviewed. This information is compared to City statistics (from 1978 State of City Report*) so that biases can be identified. In the 167 families interviewed, 131 mothers, 20 fathers, and 16 couples were interviewed. The bias that can be identified here is that only 1 of 5 persons interviewed was a man. This is not too surprising as women are still the primary caretakers for most young children in our culture. Because of this, women tend to be more aware of their children's needs and their own needs for child care. This "bias" does not seem to be a problem because it is appropriate for mothers as primary caretakers to describe their needs for sharing child care with the community.

## Family Living Situation

The second question asked addressed the description of the family living situation of the parents interviewed. Figure 3.1 reports that 34.7% of the parents interviewed are single parents while 59% are married and living together and about 6% are unmarried two-parent families. This seems consistent with the city report that from 40 to 50% of children born in the Powderhorn and Central Planning districts in 1976 had unmarried mothers. If anything, the number of single mothers may be underrepresented. Our definition of single parent was not related to marital status but to the present family living situation. As pointed out in Figure 3.1, there are a number of unmarried two-parent families. This is a population that is often aggregated into the single-

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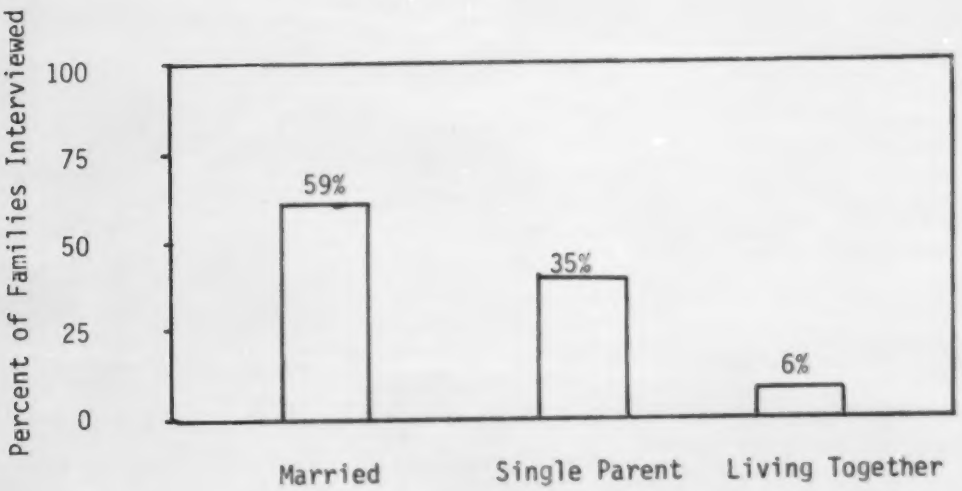
* The State of the City Report lists statistics by Planning Districts while the Neighborhoods surveyed are only part of three of these larger Districts. Additional comparison thus cannot be made but the Planning District statistics are useful in providing a comparison of a sample from a part to the larger whole population

parent population. This doesn't really describe the family situation which we were interested in documenting and understanding. Single parenthood is increasing and there are recent estimates that 45% of children under 18 will experience life in a single parent home (Cornish, 1979). In the areas where the study was conducted, this is an obvious underestimate as 40 to 50% of the children begin their lives with mothers who are not married. This type of family has an obvious need for community support and often this support can be given in the form of licensed day care. Part IX will further describe some some of the characteristics of single parent families.

Figure 3.1

Family Structure

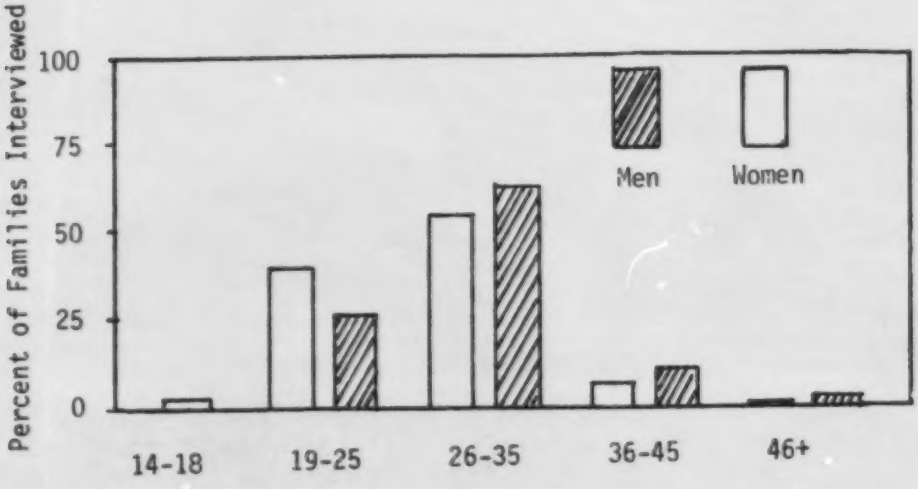


## Age

The ages of parents in the families interviewed are described in Figure 3.2. Over 90% of the mothers and 90% of the fathers are between 19-35. Since our sample included only families with children under 3, this would be expected. However, only 1.8% of the mothers interviewed were under 18. The State of the City statistics indicate that 15.5% of children born in 1976 were of mothers aged 15-19. This suggests that the sample is strongly biased towards older mothers and that the teenage mother is not adequately represented in our sample. This is another group of families whose child care needs should be identified and considered. This study, because of its biased sample, cannot give a clear picture of the child care needs of teenage mothers. There is a large group of teenage mothers* in the neighborhoods that were interviewed and there should be other attempts to tap the opinions of this group. The door-knocking approach of random blocks was unsuccessful at reaching this large and important group of mothers.

Figure 3.2

Age of Parents



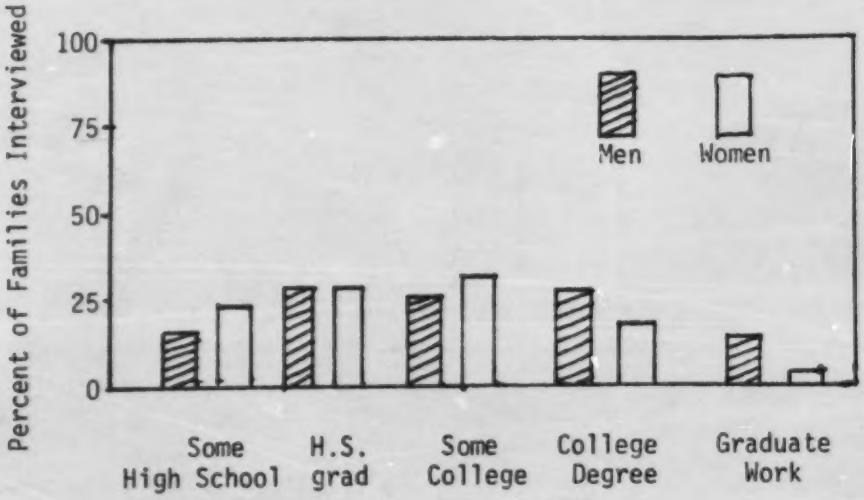

* Between 10 and 23% of the 1976 births in the neighborhoods surveyed were to women 18 or under. (Health Department Statistics from 1976)

## Education

The educational backgrounds of the families interviewed indicates that fathers generally have more education than mothers. About 50% of the mothers interviewed went beyond high school, while 60% of the fathers had some form of education beyond high school. A closer look shows that 36% of the men had a college or graduate degree while only 17% of the women had finished dollege or gone on to do graduate work. However, a large group of fathers' educational backgrounds are not reported, which may account for some of the differences. 23% of the mothers did not finish high school. This seems low in comparison with the city statistics, which report that in 1976 32% of mothers who gave birth in the Powderhorn Planning District and 37% in Central Planning District did not finish high school. This apparent lack of representation of women who did not finish high school is consistent with the lack of teenage mother representation. This reveals a bias towards families where the mothers have more education than the average family in the neighborhoods surveyed.

Figure 3.3

Education of Parents

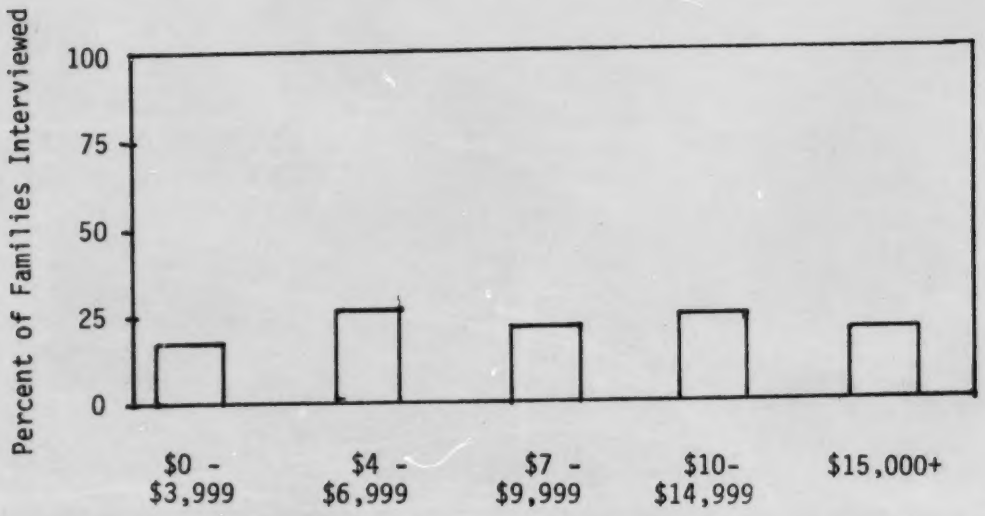


## Income

The income of the families interviewed is illustrated in Figure 3.4. The median income in the families interviewed is in the $7000-$9999 range. This seems low in comparison with the average family incomes reported in the State of the City report. In 1976 the average family income in the Powderhorn, Central and Longfellow Planning Districts was $12,500, $12,100, and $16,750, respectively. The average income is different than the median so that a comparison is difficult to make, however, the state median income for 1976 for a family of four was reported to be $15,792, or almost twice as much as the 1978 reported incomes of the sample in this study. Since the neighborhoods surveyed are poor, urban areas, it appears that they are probably an accurate representation of the economic status of the inner city family with young children. A comparison of child care costs and income will be made in Part IX.

Figure 3.4

Average Family Income

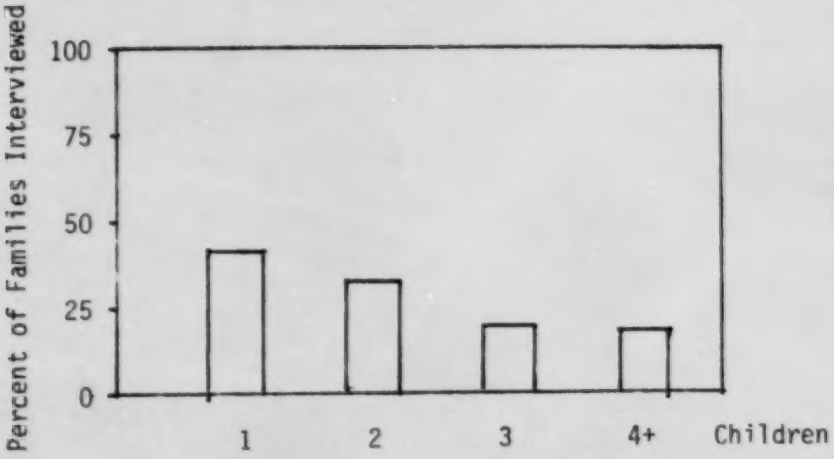


## Family Size

The number of children in each family is reported in Figure 3.5. Most of the families (68%) are small, with only one or two children. This may be because the families are generally young families or because parents are choosing to have fewer children. Only 15% of the families have 4 or more children.

Figure 3.5

Number of Children



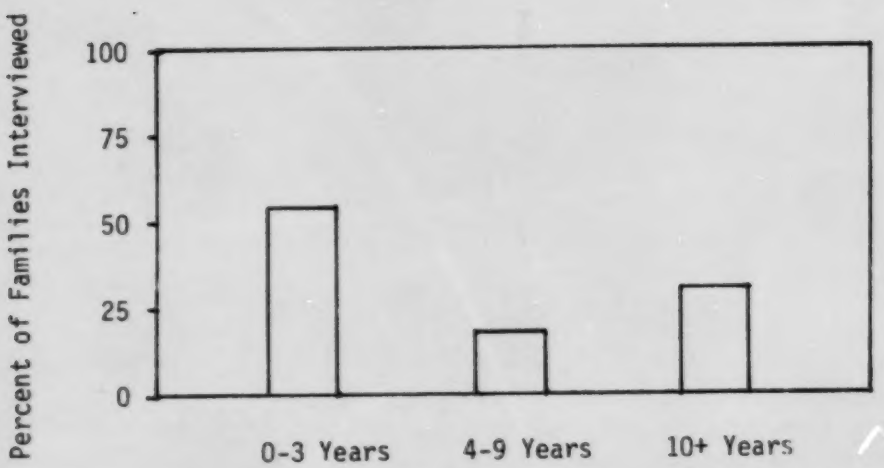

## Mobility

The length of time families intend to stay in a particular neighborhood is important to find out for planning purposes. It becomes difficult to attempt participatory long-range planning in areas where more than half of the people are leaving in less than three years. Figure 3.6 describes the mobility patterns of the families sampled. 54% of the families plan on moving in 3 years or less. This is consistent with the city statistics which report that between 28.5% of the residents in Central Planning District and 62.7% in Longfellow Planning District plan on staying in their neighborhood for more than 3 years.

The reasons for the high mobility rate were not explored but the effects on child care and planning are important to consider. It is difficult for centers to maintain ongoing contact with families in a mobile neighborhood. Parent involvement is also difficult. A high turnover rate makes forming relationships to the teachers difficult for children. Planning is also difficult because projections for needs are uncertain if not unreliable. The populations in programs fluctuate in random patterns so that funding requirements are problematic. (Some funding is dependent upon the number of children in the program, a high turnover rate essentially takes away money and stability from programs.) Mobility at such high rates is problematic to providing quality child care and planning for child care in the future. However, it is a part of modern urban life and should be considered in the planning and design of child care delivery systems.

Figure 3.6

Family Plans to Stay in Neighborhood



## Summary

The biases of the sample that have been uncovered are:

1) The families interviewed could generally be considered low income,

2) Mothers were the predominant source of information,

3) Teenage mothers are not adequately represented, and

4) The sample mothers seem to have more education than the population studied.

## Important Findings about Families

* 59% of families are married, two-parent families.
* 35% of families have a single parent.
* 6% of families are unmarried two-parent families.
* Only 1.8% of the families interviewed had teenage mothers, as compared to 10 to 23% of the mothers who had children in 1976.
* 50% of mothers and 60% of fathers had attended college.
* 36% of fathers and 17% of mothers had a college degree.
* The median income of families was $7 - $9,999.
* 15% of the families reported incomes of less than $4,000.
* 18% of the families reported incomes of $15,000+.
* 85% of families have 3 or fewer children.
* 53% of families expect to move out of their neighborhoods within the next three years.

## SECTION IV

## Mother-Infant Health Care and Special Needs

This section of the study focused on an individual "target" child. The target child was the youngest child in the family under three. The purpose of this part of the study was to get a sense of the health care that the child and mother received during pregnancy and to check on the special needs that parents perceived their children to have. The area of special needs is a difficult area to evaluate because the evaluation is based on the parent's observation and the children are all under three. Often times, problems in young children are not detected until the children are older. There has been an increase in programs (e.g. SEARCH*) to deal with special needs children at a young age and the South Side Proposal Review Committee has received proposals for money in this area. It thus seemed important to assess the parent's perception of special needs that their children have.

## Pre-Natal Care

Pre-natal care patterns are one indicator that is often used to determine maternal-child health status. Figure 4.1 depicts the time when pre-natal care began. Eighty percent of the mothers began pre-natal care in the first three months of pregnancy and 17% sometime in the fourth to sixth months. Only 2.5% of the sample started pre-natal care in the third trimester of pregnancy or had no care at all. This appears to be a low percentage in comparison with the city statistics, which indicate that 9.32% of the women in Powderhorn, 15.21% of the women in Central and 4.8% of the women in Longfellow had only third trimester care. The interpretation that can be made is that our sample was an exceptional group who had better average health care practices during pregnancy. This suggests another bias in our sample but one that is consistent with the previous biases of older, more educated mothers.

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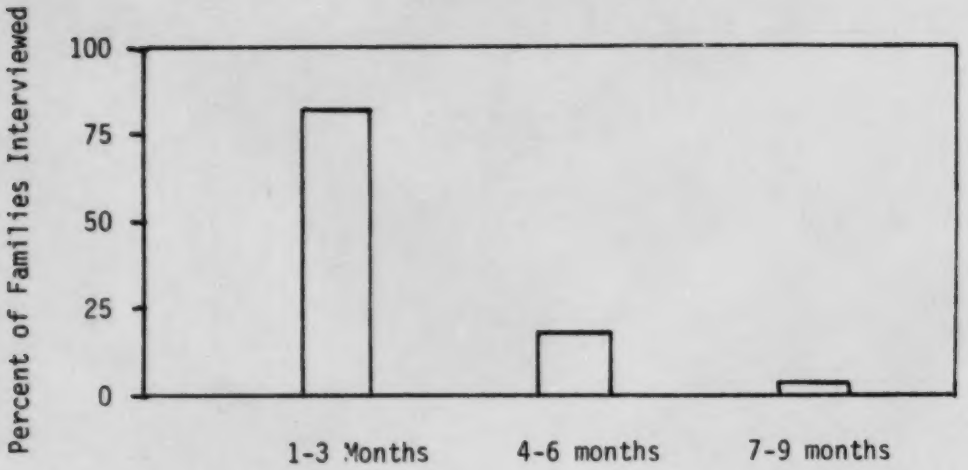
* A screening program for four-year-olds that is part of the Minneapolis School System.

Figure 4.1

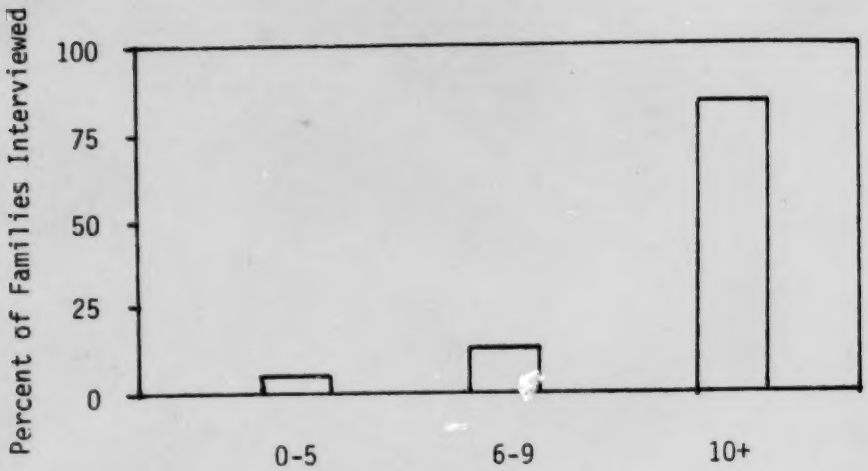
Time Pre-Natal Care Began




The number of pre-natal visits is illustrated in Figure 4.2. The median number of visits in the city in 1976 was 10, which is similar to our sample. There were only 5.1% of mothers who had five or fewer visits. This information is consistent with time prenatal care was begun. In general, it can be concluded that the majority of mothers and children in the sample received good or at least adequate pre-natal care as indicated by the reported measures. However, even 2.5% to 5% of mothers and children receiving inadequate care during pregnancy is too many when we know how important good health care and nutrition are for both the mother and the child.

Figure 4.2

Number of Pre-Natal Visits




## Special Needs

The definition of special needs is a difficult task and the severity of the problem is one factor that was not taken into account. Nineteen parents out of 167 or 11.4% of the sample reported specific problems that their child had. Table 4.1 presents the description of the problems that the parents provided. The most common problems were behavioral problems and physical disabilities which accounted for almost 75% of the problems mentioned. Speech and language problems accounted for another 15.7% of the problems. There was also one child with a hearing problem and one child with a developmental problem.

Table 4.1

Description of Special Problems

| Problem Area | Number* | Percent* |
|---|---|---|
| Behavioral | 7 | 36.8 |
| Physical Disability | 9 | 47.4 |
| Speech and Language | 3 | 15.7 |
| Hearing | 1 | 5.2 |
| Developmental | 1 | 5.2 |

* Some of the children had more than one problem area described so there are 21 problems listed for 19 children.

Some comparisons about types of problems described can be made to data from SEARCH*. It appears that the percentages of health problems are very similar, 52.6% for the sample in this study and 54% for the SEARCH group. The description of developmental problems would include behavior problems and speech and language problems and again the percentage is similar, 46% in SEARCH and 57.7% in the present study. It is difficult to compare the incidence rate of problems since the groups are different and SEARCH serves a specific population.

The majority of the children identified as having problems are receiving help. 57.9% of the 19 parents said their child is getting help. 57.9% of the parents also said they would like help. There appears to be a need for more special services for children than presently exist. In some cases, parents indicated the need for special attention from a day care provider or parent

* This data is for the 1978-79 school year up until January. It delineates two different categories for referrals, health and developmental. 217 children were screened, forming the basis of this data.

counseling/education. The area of special needs is an important area to assess so that services can be provided for young children and families.

## Summary

The pre-natal health care of children in the families interviewed was better than the average. This indicates a bias in the sample which is consistent with other biases, i.e., lack of teenage mothers. The special needs of the target child were indicated by about 1 out of 9 parents. The needs identified are useful in determining what kinds of programs and services are needed by parents with special needs children.

## Pre-Natal Care Findings

* Only 2.5% of the children had third trimester or less care as compared to 5-15% in the population surveyed.
* 83% of mothers had 10 or more visits for pre-natal care

## Special Needs Findings

* 11.4% of the target children were identified as having special needs.
* 57.4% were identified as having developmental/behavioral problems.
* 52.6% of these children were identified as having health-related problems.
* 57.4% of the special needs children were receiving some kind of help for their problems.
* 57.4% of the parents would like some or additional help for their children.

## SECTION V

## Present and Preferred Child Care Arrangements

There are a number of different ways of defining and describing needs. This section attempts to look at the rpesent child care arrangements and what parents would like to be doing about child care. Need is operationally defined as the parental preference for care arrangements. The age of the child is not considered, but the children referred to are 0-3 years. Preferences by age will be discussed in Section VII. The time or length of arrangements are also not specified; these preferences will be discussed in Part VI. The important point here is the discrepancy between what parents are doing and what they would like to be doing about child care arrangements.

## Present Child Care Arrangements

Table 5.1 lists the present arrangements. Some of the parents listed more than one type of arrangement. The most used arrangement for child care is a relative, with 42.5% of the parents reporting that relatives take care of their children. The next most used caretakers are babysitters (28.1%) and friends/neighbors (28.7%). The spouse is the next most frequent caretaker, with 11.4% reporting this arrangement. The licensed caretakers including Family Day Care Homes (9%), Child Care Centers (5.4%) and Nursery School (2.4%) are used by only 16.8% of the persons interviewed. The low percentage of licensed child care can be partially explained by the ages of the children (0-3) in the families interviewed.

Table 5.1

Present Arrangements

| Caretaker | Number | Percent of Parents in Sample |
|---|---|---|
| Spouse | 19 | 11.4 |
| Sibling | 7 | 4.2 |
| Relative | 71 | 42.5 |
| Babysitter | 47 | 28.1 |
| Friend/Neighbor | 48 | 28.7 |
| Family Day Care | 15 | 9.0 |
| Day Care Center | 9 | 5.4 |
| Nursery School | 4 | 2.4 |
| Parent Co-op | 1 | .6 |
| Babysitting Co-op | 7 | 4.2 |
| Montessori | 2 | 1.2 |
| None | 9 | 5.4 |
| Totals | 236* | |

* More than one choice was recorded for 69 parents

## Parental Preferences for Child Care

Table 5.2 describes the parental preferences for care right now. Only the first choices for care are considered in this table. The preferences are for 62.2% of the care to be licensed care an increase of almost 4 times the present rate of licensed care in the sample. The reasons for this increase may be many. Three new kinds of care, which are almost non-existent in the neighborhoods surveyed, were given as choices. Evening care, drop-in care, and parent co-ops were added and account for some (13.4%) of the increase. It also seems that licensed care has become more socially acceptable and

and necessary in the past few years. Nursery school was chosen by 1 of 5 parents while only one out of fifty parents in the sample are presently using nursery school care. This finding reveals a desire for "educational" programs for young children. Day Care Centers also are more desired (18.2%) than they are used (5.4%).

Table 5.2

Preferred Arrangements: First Choices

| Caretaker | Number | Percent of Parents in Sample |
|---|---|---|
| Parents | 35 | 20.3 |
| Relatives/Friends | 28 | 16.3 |
| Babysitter | 1 | .6 |
| Day Care Center | 31 | 18.1 |
| Nursery School | 35 | 20.3 |
| Family Day Care | 18 | 10.5 |
| Evening Care Center | 7 | 5.0 |
| Parent Co-op | 8 | 4.7 |
| Drop-in | 8 | 4.7 |
| Play Group | 1 | .6 |
| Totals: | 172* | 100.0 |

* Five persons gave combinations as first choices. These were recorded as 2 separate choices.

Table 5.3 compares the present arrangements with the preferences. The major pattern is the preference for licensed care over informal arrangments. Babysitters drop from 28.1% to 0.6% and relatives from 71.2% to 16.3%. In Family Day Care usage and preference there is little difference between the 9% of present users and the 10.5% of preference for this type of care. Another

interesting comparison is the preference for parental care which increases from 11.4% for present arrangements to 20.3% for preferred arrangements. This suggests that there is a group of parents that would rather take care of their children themselves but can't make this choice right now. This may be because they are single parents or are working parents, or both. The table and results document the fact that many parents would rather have different arrangements for their children than the ones they are presently using.

Table 5.3

Present and Preferred Arrangements

| Caretaker | Present | Preferred |
|---|---|---|
| Spouse | 11.4% | 20.3% |
| Siblings | 4.2% | 0 |
| Friends/Relatives | 71.2% | 16.3% |
| Day Care Center | 6.6% | 18.2% |
| Nursery School | 1.2% | 20.3% |
| Family Day Care | 9.0% | 10.5% |
| Babysitter | 28.1% | 0.6% |
| Evening Care | 0 | 4.0% |
| Parent Co-op | 0 | 4.7% |
| Drop-by | 0 | 4.7% |
| Babysitting Co-op | 3.6% | 0 |

Table 5.4 provides another way of looking at the data. The discrepancies between the present arrangements and preferences show that 47.2% of the parents interviewed would like some kind of formal licensed care but

don't have it. 15.5% of the parents have formal care and want it and 35.4% have informal care and want it. But it would be misleading to assume that one-half of the parents are currently satisfied with their care arrangements, since there are categories within both formal care and informal care that may have been more preferred but are not detected in this analysis. It would be reasonable to say that more than 50% of the parents interviewed would prefer other child care arrangements to the ones they are presently using.

Table 5.4

Preferences vs. Use of Formal and Informal Care Arrangements

| Parental Preference | Number of Parents | % of Parents |
|---|---|---|
| Wants Formal Care but Doesn't have it. | 76 | 47.2% |
| Has Formal Care and Wants it | 25 | 15.5% |
| Wants Informal Care but Doesn't have it | 3 | 1.9% |
| Has Informal Care and Wants it | 57 | 35.4% |

## Reasons for No Care

The parents were asked why they weren't using their preferred child care arrangements and 102 persons answered this question. Table 5.5 describes the results. The most common response was that mother was presently at home (51%). This is an ambiguous response because it might be interpreted in two ways. The first is that the preference is for mother to be at home taking care of the child. Another interpretation is that since mother is not working right now she can take care of the child at home. Looking at other information such as the age of children and parental preferences for care it appears that

this response category includes both interpretations. The second most prevalent rationale for not using preferred modes of care was that they are too expensive (16.7%). This seems like it would be a problem considering the income ranges of the sample and the present funding level which is directed towards day care as a social service for those on welfare and in employment training programs (e.g. County Report, August, 1978). Another problem was not knowing of any programs. One of eight parents (12.7%) weren't using preferred modes of care because they didn't know of any programs or how to find out about programs in their neighborhood. This suggests that more public information and education about child care choices is necessary. Each person involved in the study was given a packet of information explaining a number of resources in South Minneapolis such as the Southside Resource Center and also a map with the names, addresses, and telephone numbers of all the child care programs in their neighborhoods. This kind of information should be given to all parents of young children so that they can make informed choices about care for their children.

Another rationale that was given was that "no acceptable places" were available (9.8%). This is indicative of a problem with the quality of the available choices. Since it appears that a much larger number of persons deisre care than the number of slots presently available (only about 1 slot is available for every 3 children who need care), quality is not as carefully controlled. One could not expect that bad quality programs would completely fade out or even improve because of "market pressures". It is a provider's market and in this context, quality care takes a much lower place than it should.

There are a number of other reasons mentioned for not using the preferred modes of care. These include the child being too young (7.8%), no transportation (2.9%), no programs close by (2.9%) and special needs (2%). The number

of different reasons given provides a good description of some of the present problems with delivery systems as perceived and experienced by the parent as consumer.

Table 5.5

Reasons for No Care

| Rationales | Number | Percent |
|---|---|---|
| Don't know of any programs | 13 | 12.7 |
| Too expensive | 17 | 16.7 |
| No transportation | 3 | 2.9 |
| No acceptable places | 10 | 9.8 |
| Special needs | 2 | 2.0 |
| Mother at home | 52 | 51.0 |
| No programs close | 3 | 2.9 |
| Don't qualify | 1 | 1.0 |
| Too young | 8 | 7.8 |
| Moving | 1 | 1.0 |
| Too dependent | 1 | 1.0 |
| Totals | 111* | |

* There were 102 respondents to this question, nine persons gave more than one rationale. The percentages are based on an N of 102.

Summary

This section focuses on the present child care arrangements that parents use. Most of the parents, over 80%, presently use some kind of informal care. However, over 60% of the parents expressed a formal care arrangement as the first choice for present arrangements. The question is

why don't these parents use the preferred mode of care. The study points out that there are just not enough programs/slots for all the children that parents would like to be in programs. There appears to be one slot for every three children that need care. There are other problems besides this, such as cost of care, quality of care, and location. In some cases, parents just don't know about programs. Parents seem to have a good idea about the kinds of care they would like for their children, but obtaining the desired care is a problem for at least two out of three parents.

Present and Preferred Arrangements

* 18.6% of the sample were using some kind of licensed child care at the time of the survey.
* 62.2% of the parents said they would prefer some kind of licensed care arrangement right now.
* Only about one of 3.5 children that parents would like in licensed care are presently in licensed programs.
* 71.2% of the parents use friends and relatives for present arrangements.
* Babysitters are used by 28.1% of the parents as caretakers

Reasons for No Care

* Mother is at home (50%).
* One of six parents said that care was too expensive.
* One of eight parents don't know of any programs.
* One of ten parents said there are no acceptable places.

## SECTION VI

## Descriptions of Desirable Programs

This part of the study was an attempt to get at some of the descriptons of desirable programs. These include aspects that are obvious like time, place, cost, and important aspects of programs. In addition, more "qualitative" descriptors, such as desirable child behaviors, desirable caretaker characteristics and aspects of culture, were described by the parents. The general purpose of the questions was to get parents thinking about and describing their needs in very specific terms.

This information is useful in a number of ways.

1) Some of the descriptors were given to the SSCCC Proposal Review Committee to give them an idea about how parents might describe "quality" programs. The definition of quality is a difficult problem in child care. Licensing agencies attempt to deal with it at one level, but have a narrow perspective, and focus mainly on safety and health issues. Funding sources also have to take quality of programs into account but it is usually an intuitive manner with implicit biases.

2) This information will be shared with the child care programs in the neighborhoods surveyed to give them a sense of what parents see as important in child care programs.

3) The feedback to parents allows them to see different values that other parents have, giving them a comparative framework for understanding their own choices. This part of the study allows parents to get involved in some of the questions and issues that are part of defining good programs.

## Program Aspects

The most general question in this section was what are the most important aspects of a child care program. Table 6.1 shows the results from Round I. The four most important aspects identified by parents are: 1) Cost (41.9%), 2) Location (41.3%), 3) Varied Activities (40.1%), and 4) Caretaker (39.5%). The list that parents produced includes very specific aspects such as ratio as well as general aspects like program quality. This question was asked again in Round II to prioritize choices from a list of Round I responses.

Table 6.1

Important Program Aspects: Round I

| Program Aspects | Number | Percent |
|---|---|---|
| Cost | 70 | 41.9 |
| Location | 69 | 41.3 |
| Caretaker | 66 | 39.5 |
| Varied Activities | 67 | 40.1 |
| Educational | 35 | 21.0 |
| Times Available | 18 | 10.8 |
| Peers | 14 | 8.4 |
| Environment | 12 | 7.2 |
| Nutrition | 11 | 6.6 |
| Program Quality | 9 | 5.4 |
| Trained Caretaker | 9 | 5.4 |
| Ratio | 8 | 4.8 |
| Rapport with Children | 8 | 4.8 |
| Safety | 8 | 4.8 |
| Physical Activities | 8 | 4.8 |
| Creative Activities | 7 | 4.2 |
| Child-Centered | 5 | 3.0 |
| Parent Participation | 4 | 2.4 |

Table 6.2 provides a comparison between First and Second Round responses. Some of the most significant changes are that Caretakers is the number one choice in the second round. Philosophy is the 17th choice in Round I and is ranked as the fourth most important aspect for Round II. Safety and Ratio also become more important aspects in Round II while Times Available and Peers become less important considerations. The changes seem to be important to specifying the most important aspects. Some of these aspects (e.g. Caretaker, Location...) will be developed in more detail in this section.

Table 6.2

Comparison of Program Aspects for Rounds I and II

| | Round I | Round II |
|---|---|---|
| 1) | Cost | Caretakers |
| 2) | Location | Location |
| 3) | Varied Activities | Cost |
| 4) | Caretaker | Philosophy |
| 5) | Educational | Safety |
| 6) | Times Available | Educational |
| 7) | Peers | Activities |
| 8) | Environment | Ratio |
| 9) | Nutrition | Environment |
| 10) | Program Quality | Nutrition |

## Location

The location of child care programs was one descriptive aspect that was studied. Table 6.3 describes the results. The most desired location was a Neighborhood Center within walking distance (37.3%). If one added Family Day Care Homes in the Neighborhood and Program on the block or in your building, it becomes evident that people who want care outside their home want it in their neighborhood and within walking distance. 84.7% of parents who want care outside their own home want neighborhood programs. There are a small group of parents that would like care provided at their work place (7%) and an even smaller number that would like their children bussed to programs (3.8%). This information provides important guidelines for planning and developing new programs.

Table 6.3

Preferred Neighborhood Locations

| Locations | Number | Percent |
|---|---|---|
| In own home | 47 | 29.7 |
| Neighborhood Center within Walking Distance | 59 | 37.3 |
| Bussed to Center | 6 | 3.8 |
| At work place | 11 | 7.0 |
| Family Day Care Home in Neighborhood | 22 | 13.9 |
| Program in block or in Building | 13 | 8.2 |

In addition to asking about preferrable locations, parents were also asked to explain why they preferred a specific location. Table 6.4 lists the top three rationales for each location. The table shows that convenience is

the most popular rationale, being either the most frequent or second most frequent response in each category. Convenience is obviously a general term, meaning that a particular location is accessible. The other rationales provide a good description of some of the advantages of each situation. Home is the best place because it is comfortable and familiar. Family Day Care Centers are a good location because they have a home atmosphere. Work place care is good because parents can be with the child during the day and are close by in case of an emergency. The rationales suggest that a diversity of locations can be considered good places for care.

Table 6.4

Rationales for Location Choices

| Location | Rationale |
|---|---|
| In own home | 1) Familiar and Comfortable<br>2) Convenient<br>3) Can give best care |
| Neighborhood Center | 1) Convenient<br>2) To be with other kids<br>3) Close to home |
| Bussed to center | 1) Transportation<br>2) Convenient<br>3) Begin to get feel for school |
| Work Place | 1) Convenient<br>2) With child more during the day<br>3) Better for emergencies |
| Family Day Care Home | 1) Home atmosphere<br>2) Convenient<br>3) Be with other kids |
| Program on Block | 1) Convenient<br>2) Child feel more secure<br>3) No transportation |

## Times Care is Needed

There were two different questions to describe desirable times. The first question was what times of the day did parents desire care. Table 6.5 lists the results to this question. Full day care (44.1%) is the need most often mentioned. The next most important need identified is care during the morning hours (18.9%). Occasional care is also identified as an important need (15.3%). Evening care is also seen as a need by 11.7% of the parents who answered the question. An interesting finding is that only 5.4% of the parents needed afternoon care. In general, the need for Nursery School care is seen as an important desire in the study, yet parents seem to want more than half-day care. It appears that Nursery School has many connotations that parents see as positive and desirable. The answers show that 57.5% of the parents in the sample need some kind of child care on more than an occasional basis.

Table 6.5

Desired Times for Care

| Times | Number | Percent |
|---|---|---|
| Full day | 49 | 44.1 |
| Morning hours | 21 | 18.9 |
| Afternoon hours | 6 | 5.4 |
| Evening | 13 | 11.7 |
| Occasionally | 17 | 15.3 |
| Combination | 5 | 4.5 |

The second question concerning times of care is about the days of the week that child care is needed. Table 6.6 shows that care is desired by

40-50% of the parents during week days. For the weekends the percentage of need drops to 10-15%. This seems reasonable since work is a primary reason for child care and most jobs are on a Monday through Friday schedule. This question doesn't seem to supply any new information but does document the need for weekday care programs and also indicates that weekend care, while it is needed by fewer people, is a need.

Table 6.6

Days of the Week Care is Needed

| Day | Yes | No |
|---|---|---|
| Sunday | 17 | 145 |
| Monday | 78 | 83 |
| Tuesday | 73 | 89 |
| Wednesday | 75 | 87 |
| Thursday | 72 | 90 |
| Friday | 68 | 94 |
| Saturday | 25 | 137 |

## Cost of Child Care

Cost was the most important aspect in Round I and third most important in Round II. The cost of child care varies according to the kind and time. The question asked in Round I was, "What amount would you be willing to pay for full-time (40 hours) care for one week?" Table 6.7 lists the results to this question. The median is the $26-35 range although 49% of the sample were willing to pay $25 a week or less. There was a significant group (10.9%) that said they could not affort any money for child care. This is understandable since there were a number of persons who made less than $4,000 a year. (Cost

will be compared to income in Section IX). The amount that parents are willing to pay seems low in comparison to the cost of care which ranges from $35 and up for a week, but the incomes in the sample were also lower than average. Many parents would obviously need some subsidy in order to pay for full-time care.

Table 6.7

Amount Parents are Willing to Pay for One Week of Care

| Amount per Week | Number | Percent |
|---|---|---|
| $ 0 | 15 | 10.9 |
| $1-5 | 2 | 1.5 |
| $6-10 | 6 | 4.3 |
| $11-15 | 9 | 6.5 |
| $16-25 | 36 | 26.0 |
| $26-35 | 50 | 36.2 |
| $36+ | 20 | 14.5 |

Another question related to cost is the funding structure. There were six choices offered and one open choice. Table 6.8 reveals that sliding fee scales are preferred by 38.7% of the parents. Alternative forms of a sliding fee scale, Parent's Assistance Fund (PAF) and Government Subsidies account for an additional 33.7% of the preference. About 3 out of 4 parents prefer some form of a sliding fee scale. A substantial group (10.1%) would like free care for all who need care. There are 8% who would like to see parents work in programs to pay some of the cost. Only 3.1% of the parents feel that parents should pay the full cost. The reasoning for this choice might be best expressed by one parent who commented, "keep the government out". It appears, however, that most parents would like to see

some kind of government support ranging from free care for everyone to some kind of sliding fee system.

Table 6.8

Preferred Funding Arrangements

| Arrangement | Number | Percent |
|---|---|---|
| Free to everyone | 16 | 9.8 |
| Parents work in Program | 13 | 8.0 |
| Sliding fee scale | 63 | 38.7 |
| Parent's Assistance Fund | 31 | 19.0 |
| Government Subsidize Centers | 24 | 14.7 |
| Parents pay full cost | 5 | 3.1 |
| Combination | 9 | 5.5 |
| Other | 2 | 1.2 |

## Chartaker Characteristics

The most important program aspect identified by parents in Round II was the Caretaker. In Round I, parents were asked to list the three most desirable caretaker characteristics. Table 6.9 describes the results from this question. The most important characteristic identified by more than 50% of the parents was loving and caring. Patience was listed by 43.1%. The next three characteristics are in a cluster and relate to understanding and working well with children. This list of characteristics describes the qualities that parents see as important. These include specific competencies as well as warmth, respect, and understanding.

Table 6.9

Important Caretaker Characteristics: Round I

| Characteristic | Number | Percent |
|---|---|---|
| Loving/caring | 86 | 51.5 |
| Patient | 72 | 43.1 |
| Loves kids and work | 48 | 28.7 |
| Works well with children | 41 | 24.6 |
| Understanding of children | 36 | 21.6 |
| Responsible/dependable | 30 | 18.0 |
| Able to handle discipline | 25 | 15.0 |
| Respect for children | 21 | 12.6 |
| Fairness | 9 | 5.4 |
| Cleanliness | 9 | 5.4 |
| Honest | 8 | 4.8 |
| Consistent | 7 | 4.2 |
| Sense of humor | 6 | 3.6 |
| Intelligent | 6 | 3.6 |
| Good housekeeper | 6 | 3.6 |
| Stable Emotionally | 5 | 3.0 |
| Observant | 5 | 3.0 |
| Religious | 5 | 3.0 |

In the Second Round the same questions were asked, but the answers were limited to the top 15 responses from Round I and parents were asked to rank their top four choices. Table 6.10 makes a comparison of the top ten choices from Round I and Round II. There is little difference among the first five characteristics. Two new qualities that are found in the Top Ten list in Round II are stability and reliability, while cleanliness and fairness dropped down in priority. These changes don't seem to substantially change the image of a "good child care worker" that was developed in Round I. This image depicts persons who are warm, patient, experienced working with children, competent and responsible.

Table 6.10

Comparison of Caretaker Characteristics for Rounds I and II

| | Round I | Round II |
|---|---|---|
| 1) | Loving/caring | Loving/caring |
| 2) | Patient | Patient |
| 3) | Loves kids and work | Understanding |
| 4) | Works well with Children | Loves kids and work |
| 5) | Understanding | Responsible and Dependable |
| 6) | Responsible and Dependable | Reliable/Trustworthy |
| 7) | Able to handle Discipling | Works well with children |
| 8) | Respect for children | Able to handle discipline |
| 9) | Fairness | Stable |
| 10) | Cleanliness | Respect for Children |

## Cultural Aspects

One of the important aspects of child care programs that parents referred to was activities. There wasn't a specific question on what activities parents would like to see, but the question on cultural aspects elicited responses that give some indication of parents' preferences for program content. Table 6.11 describes the responses from Round I, where an open-ended question about cultural aspects was asked. The response rate to this question was low in Round I, as seen by the numbers. It seems that it was a difficult task to describe what cultural aspects were important. Minority groups seemed to have a clearer idea about what culture means (e.g. Black culture, Indian Culture). The top choice was multi-cultural respect, which 25 parents listed as an

important cultural aspect. Very general aspects such as music, religion, art, and books are the next most frequent characteristics that are described. These choices offer some hints about the types of activities that parents would like to see in child care programs. Black Culture and Indian Culture are also listed as important cultural aspects. There appears to be an underlying assumption that a multi-cultural approach is desired so that children might gain an understanding and respect for many different kinds of art, music, food, and books. It is not very clear, however, how much diversity would be acceptable. Religion, for instance, is an important aspect of culture, but a program that exposed young children to many religions might not find wide acceptance. This information suggests that parents in centers should be actively involved in creating and defining specific cultural aspects to be included in child care programs.

Table 6.11

Important Cultural Aspects: Round I

| Aspects | Number | Percent |
|---|---|---|
| Multi-cultural respect | 25 | 22.7 |
| Music | 24 | 21.8 |
| Religion | 15 | 13.6 |
| Books/reading | 13 | 11.8 |
| Art | 11 | 10.0 |
| Manners/respect | 10 | 9.1 |
| Black culture | 8 | 7.3 |
| Food | 8 | 7.3 |
| History | 7 | 6.4 |
| Sense of family | 7 | 6.4 |
| Second language | 7 | 6.4 |
| Neighborliness | 6 | 5.5 |
| Equality of discipline | 6 | 5.5 |
| Indian Culture | 5 | 4.5 |
| Education | 5 | 4.5 |
| Sharing | 5 | 4.5 |
| Affection | 5 | 4.5 |

The Round II answers to important cultural aspects are compared to Round I answers in Table 6.12. Multi-Cultural Respect remains the first choice in Round II. The one aspect that changed the most was Sense of Family, which becomes a high priority in Round II. This seems to be a choice consistent with Multi-Cultural Respect. Sense of Family seems to refer to family background or cultural "roots". Affection and sharing, which have no specific ethnic origins,are also in the list of the ten most important cultural aspects for Round II, in third and sixth place. The changes may be due to a different format, from open-ended to forced choice, or because of the feedback. The Second Round answers reflect a shift to more specific cultural characteristics such as sharing and affection to complement the general categories of music, art, and books.

Table 6.12

Comparison of Cultural Aspects: Round I & II

| Round I | Round II |
|---|---|
| 1) Multi-cultural respect | Multi-cultural respect |
| 2) Music | Sense of Family |
| 3) Religion | Affection |
| 4) Books/Reading | Music |
| 5) Art | Books/Reading |
| 6) Manners/Respect | Sharing |
| 7) Black Culture | Manners/Respect |
| 8) Food | Religion |
| 9) History | Art |
| 10) Sense of Family | Black Culture |

## Child Behavior

Another qualitiative aspect of child care programs that is difficult to get at is the parent's perceptions of what their child should be like. What are the desirable characteristics or goals for a child's behavior? This is an important question, so that both home and program have some consistency in interactions with a child. This question touches upon program philosophy by describing what is expected of children. Table 6.13 lists the results of Round I questions asking parents to describe three desirable child behaviors. The behavior most often identified was being able to relate to and respect others. (47.9%). Good manners was identified by 36.5% of the parents as an important child behavior. Sharing (28.7%) and Cooperation (20.4%) were also seen as important. Having a good self-concept (24.0%) was also among the top five behaviors identified. The image created by the top choices is a child who is very social, has good manners and respect for others, can share and knows how to cooperate. S/he is also independend yet obedient and gentle. This image will change some in Round II, but generally describes a "well-behaved" child. There are definitely differences in how parents would rank some of these behaviors, but there also appears to be some consensus about the necessity for developing good "social skills".

Table 6.13

Important Child Behaviors: Round I

| Behavior | Number | Percent |
|---|---|---|
| Relate to & respect others | 80 | 47.9 |
| Good manners | 61 | 36.5 |
| Sharing | 48 | 28.7 |
| Self-concept | 40 | 24.0 |
| Cooperative | 34 | 20.4 |
| Friendly | 32 | 19.2 |
| Independent | 30 | 18.0 |
| Obedient | 20 | 12.0 |
| Self-Control | 18 | 10.8 |
| Gentle | 12 | 7.2 |
| Trustworthy | 10 | 6.0 |
| Loving | 10 | 6.0 |
| Happy | 8 | 4.8 |
| Intelligent | 6 | 3.6 |
| Curious | 6 | 3.6 |

Round II results are compared to Round I results in Table 6.14. The major changes are the inclusion of Loving and Happy/cheerful. These give a very different emphasis to the image created by looking at the Round I results. Another change is that obedience becomes a more important quality. Responsibility is another addition to the top ten characteristics. The Round II image appears to be more inclusive and well-rounded. This approach can be useful in setting up goals for a program as it offers a format for including parents' goals and philosophies. The specific child behaviors should be identified by the parents in the program. Different programs should serve different groups of parents who have similar goals and philosophies.

Table 6.14

Comparison of Child Behaviors: Rounds I & II

| | Round I | Round II |
|---|---|---|
| 1) | Relate to and Respect for others | Relate to and Respect for others |
| 2) | Good manners | Good self-concept |
| 3) | Sharing | Obedient |
| 4) | Good Self-concept | Loving |
| 5) | Cooperative | Sharing |
| 6) | Friendly | Happy/cheerful |
| 7) | Independent | Independent |
| 8) | Obedient | Cooperative |
| 9) | Self-control | Responsible |
| 10) | Gentle | Honest |

## Parent Involvement

The final program aspect that was considered in the study was parent involvement. The question asked of parents in Round I was "What kind of involvement would you like to have in a child care program?" Table 6.15 describes the responses that parents gave. The most popular response was to "volunteer in the classroom"; 44.3% of the parents gave this response. Another large group, 36.1%, said they would like to help design the curriculum. There was also a group (21.5%) interested in making policy for the program. Only 4.4% specifically expressed that they would like no involvement. The types of involvement listed as desirable are components in some existing programs. It appears that parents would like to be involved. The real task is coordinating and facilitating involvement. In full-day centers where parents work all day this is a difficult task. Parents like to spend time with their children in

the evenings and this makes involvement of parents difficult. Yet the involvement of parents is crucial to improving the quality of care (i.e. quality as defined by parents).

Table 6.15

Preferred Modes of Parent Involvement

| Types of Involvement | Number | Percent |
|---|---|---|
| Volunteer in Classroom | 70 | 44.3 |
| Help Design Curriculum | 57 | 36.1 |
| Make Policy | 34 | 21.5 |
| General willingness to help | 11 | 7.0 |
| No involvement | 7 | 4.4 |
| Go on Field Trips | 5 | 3.2 |
| Special Activities | 4 | 2.5 |
| Make Phone Calls | 3 | 1.9 |
| Help Hire Staff | 3 | 1.9 |

Summary

This section was an attempt to have parents think about some of the specific aspects of programs and express their perception of what is important. These descriptions give a general sense about what parents would like. There is consensus in some areas such as Caretaker characteristics, but there is also diversity expressed. Programs should be designed with this diversity in mind. Times, locations, philosophies, and cultural aspects should be considered when designing a program. Parents should be encouraged to be involved and arrangements made to make involvement more accessible. The approach to determining "program quality" is to have the parents involved in defining what is important. This should be seen as both a right and a

responsibility of parents.

## Descriptions of Desirable Programs

### Program Aspects

* The caretaker is considered the most important aspect of child care programs, followed by location and cost.

* Philosophy, Safety, and Education are also seen as important aspects in Round II.

### Location

* Neighborhood homes and centers within walking distance were the most preferred locations (59.4%)

* 29.7% of the parents preferred care in their own home.

* 7% of the parents would like child care at their work place.

* Only 3.8% would like their children bussed to programs.

### Child Behaviors

* The most important child behaviors are the ability to relate to and respect others, a good self-concept, and obedience.

* Loving, Sharing, and Happiness are considered important in Round II.

### Times

* 44.1% of the parents need full-day care

* 24.3% of the parents would like half-day care

* 11.7% of the parents would like evening care.

* Between 45% and 50% of the parents need care during the week days.

* 15% wanted care on Saturdays.

* 10.5% wanted care on Sundays.

### Characteristics of Child Care Workers

* 51.5% of the parents thought Loving/Caring was important

* 43.1% thought that patience was an important quality.

* These characteristics were followed by competencies in child care, such as understanding, ability to discipline and work well with children.

## Cost of Care

* The median that parents were willing to pay for a full week of care (40 hours) was $25.

* 10.9% of the parents said they could not afford to pay anything for child care

## Funding Systems

*10% of the parents thought that child care should be free to everyone.

* 75% said that they preferred a sliding fee scale.

* 8% of the parents thought that parents should work in programs to help defray costs.

* Only 3.1% of the parents thought that parents should pay the full cost of care.

## Cultural Aspects

* The most important cultural aspect was Multi-Racial Respect.

* Sense of family, affection, and music and books were also important cultural aspects.

## Parent Involvement

* 44% of the parents would like to be involved by volunteering in the classroom.

* 36.1% would like to help design curriculum.

* 21.5% of the parents would like to help make policy.

## SECTION VII

Future Needs: Forecasts and Suggestions for Services

This section attempts to make some estimates about the need for child care for the next five years. Forecasts are usually projections made by extending a trend line into the future. In the case of child care in the neighborhoods surveyed, there is no record of past needs so no trend line exists. The projections/forecasts made here are generalizations of the sample's responses to the neighborhood population for the next couple of years. Some of the biases of the sample have been identified (e.g. few teenage parents, better than average health care). These are assumed to have some effect on the types of child care preferred, but no speculation will be made about the direction of the effects here. The present generalizations are considered to be estimates of the general population and useful as such despite the recognized biases. There are two sets of questions relating to needs for child care. Round I specifically asks about preferred care for all children under six through 1981. Round II asks about preferences for different age groups. This information is assumed to be a good estimate for child care needs during the next five years for the neighborhoods involved. This group of parents will be in the child care market for the next 3 to 5 years and are assumed to be representative of parents who will have children 0-6 for the next five years. Parents were also asked about parent and children's services that they would like to have in their neighborhood. These questions provide some base for understanding parents' preferred images of neighborhood futures.

## Parental Preferences for Care, 1979-1981

### 1979

The three-year period from 1979 through 1981 was explored in Round I. Parents were asked to list their preferences for all of their children under six for each year from 1979 to 1981. In 1979 there were 201 children under six who were accounted for. Table 7.1 shows the first preferences by age.

This includes children from 1-6*. The most preferred kinds of care are Nursery Schools (20.4%), parents (19.4%) and Child Care Centers (19.4%). Parents would like some kind of formal care arrangement for approximately 73% of the children one through six. 3800 children, one through six, are estimated to live in the seven neighborhoods surveyed. The 73% translates into 2774 slots for children 1-6 and this excludes hundreds of children ages 0-1. Currently there are about 1000 licensed slots in these neighborhoods. Looking at the table, it becomes apparent that age is a significant factor in the amount and kids of child care preferred. The age factor was studied further in Round II.

Table 7.1

1979 Parental Preferences for Care: First Choices

| Ages: / Types of Care: | 1-2 | 2-3 | 3-4 | 4-5 | 5-6 | totals | percent |
|---|---|---|---|---|---|---|---|
| Child Care Center | 7 | 8 | 11 | 8 | 5 | 39 | 19.4 |
| Nursery Schools | 3 | 5 | 17 | 12 | 4 | 41 | 20.4 |
| Drop-in Center | 2 | 3 | | | 1 | 6 | 3.0 |
| Parental | 13 | 16 | 5 | 4 | 1 | 39 | 19.4 |
| Friend/Relative | 5 | 6 | 4 | 1 | | 16 | 8.0 |
| Family Day Care | 5 | 4 | 7 | 4 | | 20 | 10.0 |
| Play Group | | 1 | 1 | | | 2 | 1.0 |
| Public School | | | | 3 | 6 | 9 | 4.5 |
| Parent Co-Op | 2 | 3 | 2 | | | 7 | 3.5 |
| Other | 3 | | 1 | | 1 | 5 | 2.5 |
| Combination | 1 | 5 | 7 | 2 | 2 | 17 | 8.5 |
| Totals: | 41 | 51 | 55 | 34 | 20 | 201 | |

* Since the questions were asked in 1978, by 1979 all 0-1 year olds are in the 1-2 range, 1-2 year olds in the 2-3 range, all 2-3 year olds are in the 3-4 range, and 3-4 year olds in the 4-5 range, all 4-5 year olds in the 5-6 range, and all 5-6 year olds have moved up to the 6-7 range.

1980

Table 7.2 charts the child care preferences for 2-6 year olds in 1980. The percentage of children that parents would like formal care for goes up to 81.25%. This is accounted for by the exclusion of 0-2 year olds where the percentage of parents desiring formal care is less. The preference for Nursery School increases in this group to 31.25% as it remains the most desirable child care arrangement. Day Care Centers (18.75%) are the second most popular preference. Only 12.5% of parents prefer themselves ovar all other arrangements. The changes seen are due mainly to the exclusion of children 0-2, which has noticeable effect on the kinds of preferred care.

Table 7.2

1980 Parental Preferences for Care: First Choices

| Ages: / Types of Care: | 2-3 | 3-4 | 4-5 | 5-6 | totals | percent |
|---|---|---|---|---|---|---|
| Child Care Center | 8 | 13 | 5 | 7 | 33 | 18.75 |
| Nursery School | 8 | 16 | 25 | 6 | 55 | 31.25 |
| Drop-in Center | 3 | | 1 | | 4 | 2.3 |
| Parental | 9 | 7 | 4 | 2 | 22 | 12.5 |
| Latch-key | | | 1 | 1 | 2 | 1.1 |
| Friend Relative | 3 | 4 | 4 | | 11 | 6.25 |
| Play Group | | 4 | 2 | | 6 | 3.4 |
| Family Day Care | 4 | 2 | 5 | 1 | 12 | 6.8 |
| Public School | | | 1 | 9 | 10 | 5.7 |
| Parent Co-Op | 2 | 1 | 3 | | 6 | 3.4 |
| Other | | 1 | | 1 | 2 | 1.1 |
| Combination | 1 | 3 | 5 | 4 | 12 | 7.4 |
| Totals: | 38 | 51 | 56 | 31 | 176 | |

1981

By 1981 the sample of 0-3 year olds is a sample of 3-6 year olds. There are now 140* children accounted for. The percentage of formal care desired rises slightly to 82.2%. The biggest changes in 1981 are the drop in Child Care Centers to 12.9%, about a 30% decline from previous years. Nursery School care is still the first preference (30.7%) for children 3-5. Public Schools now account for 15.7% of this population as the 2-3 year olds of 1978 go into kindergarten. The change in the age of the sample again explains the changes in preferences, as shown in Table 7.3.

The preferences for care in 1979-81 suggest that a large group of parents, between 70 and 80% of the sample studies, would like some kind of formal care arrangement.** This suggests that there will continue to be a need far beyond the present resources available, looking into the 80's even if the birth rate declines some (and there is no indication that there will be any sharp declines in the neighborhoods studies), there will continue to be a much greater need for formal child care than now exists. It appears that there is about one slot for every three children whose parents desire some type of formal care. Unless there are plans to provide additional services, this gap will remain and perhaps increase if funding doesn't increase enough to keep up with inflation and licensing requirements.

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* The original sample was 167, but some of the parents did not answer this question

** Public school kindergartens will take care of between 5 and 15% of this expressed need.

Table 7.3

1981 Parental Preferences for Care: First Choices

| Ages: / Types of Care: | 3-4 | 4-5 | 5-6 | totals | percent |
|---|---|---|---|---|---|
| Child Care Center | 8 | 6 | 4 | 18 | 12.9 |
| Nursery School | 12 | 23 | 8 | 43 | 30.7 |
| Drop-In Center | 1 | | 1 | 2 | 1.4 |
| Parental Care | 8 | 5 | 4 | 17 | 12.1 |
| Latck-Key | | | 1 | 1 | .7 |
| Friend/Relative | 2 | 3 | 3 | 8 | 5.7 |
| Family Day Care | 1 | 5 | 1 | 7 | 5.0 |
| Play Group | 2 | 1 | | 3 | 2.1 |
| Public School | 1 | 2 | 19 | 22 | 15.7 |
| Parent Co-Op | 1 | | 3 | 4 | 2.9 |
| Other | | 2 | 4 | 6 | 4.3 |
| Combination | 1 | 3 | 5 | 9 | 6.4 |
| Totals: | 37 | 50 | 53 | 140 | |

## Preferences by Age Group

The second approach to forecasting child care needs for the next five years is to ask about preferred care arrangements for different age groups. This fills in some gaps, and provides a validation check. The sample size decreases to 126 persons in Round II and this may account for some changes in the percentages of preferences. The three age groups specified are Infants (0-18 months), Toddlers (19-30 months), and Preschoolers (2½ - 6 years).

## Infants

The preferences for Infant Care in Round II are listed in Table 7.4. The most preferred type of care is by parents (38%). Friends and relatives are also seen as preferred caretakers by a number of parents (32.4%). The

most preferred formal care arrangement is the Family Day Care Home (12.0%). Day Care Centers are preferred by 8.2% of the parents. There are other forms of preferred care such as Nursery Schools and Public Schools. These do not presently exist for infants and it is difficult to determine if parents were suggesting that a part-time enrichment program for infants was what they wanted. There are presently some programs for 1-2 hours a week for infants e.g. YWCA program in Minneapolis. The types of programs available for infants are limited to FDCH in the neighborhoods that were surveyed. It seems that parents would like more of a variety of choices and that some new programs in this area should be developed to fulfill educational and care needs. The percentage of parents that would like formal care for their children while they are infants is 29.6%

Table 7.4

Preferences for Infant Care: Round II

| Types of Care | Number of Preference Pts. | Percent | Estimated No. of children |
|---|---|---|---|
| Child Care Center | 30.5 | 8.2 | 87 |
| Nursery School | 13.5 | 3.6 | 38 |
| Family Day Care | 45 | 12.0 | 128 |
| Parental | 148 | 38.0 | 404 |
| Friend/Relative | 121 | 32.4 | 345 |
| Parent Co-Op | 7 | 1.9 | 20 |
| Play Groups | 5.5 | 1.5 | 16 |
| Drop-In Center | 4 | 1.1 | 12 |
| Public School | 1 | .3 | 3 |
| Other | 1 | .3 | 3 |
| Combination | 3.5 | .9 | 10 |
| Totals: | 374 | | 1066* |

* The estimated number of infants in the six neighborhoods that were surveyed. Elliot Park was not included in the Round II calculations.

## Toddlers

Table 7.5 describes the parental preferences for Toddlers. Parental care (27.5%) continues to be the most prefered arrangement. Care by friends or relatives (21.6%) is the second strongest preference. Family Day Care is again the primary choice (13.5%) of formal care arrangements. Both Child Care Centers (12.7%) and Nursery Schools (9.6%) are preferred for more Toddlers than Infants. Play Groups* which are unlicensed groups that may meet a couple of times a week, are also seen as a preferred type of arrangement by a number of people (5.7%). The parents that prefer some kind of formal care for Toddler age children rises to 50%. This figure is similar to the 56% of 1-2 year-olds whose parents preferred formal care for their children (see Table 7.1).

Table 7.5

Preferences for Toddler Care: Round II

| Type of Care | Number of Preference Points | Percent | Estimated No. of Children |
|---|---|---|---|
| Child Care Center | 47.5 | 12.7 | 90 |
| Nursery School | 36 | 9.6 | 68 |
| Drop-In Center | 14.5 | 3.9 | 28 |
| Parental | 103 | 27.5 | 195 |
| Friends/Relative | 81 | 21.6 | 153 |
| Family Day Care | 50.5 | 13.5 | 96 |
| Play Groups | 21.5 | 5.7 | 40 |
| Parent Co-Op | 10.5 | 2.8 | 20 |
| Public School | 2 | .5 | 4 |
| Other | 2 | .5 | 4 |
| Combination | 6.5 | 1.7 | 12 |
| Totals: | 375 | 100 | 710** |

** The estimated number of toddlers in the six neighborhoods that were surveyed. Elliot Park was not included in the Round II calculations.

* Play groups are considered formal care settings in the sense that they are arranged for specific times outside the home and have some structure. They are not licensed as the other types of care that have been labeled formal care in the study are.

## Preschoolers

The preferences for Preschool care are described in Table 7.6. Nursery School is the most preferred mode of care during this age period. Almost 1 of 3 parents would like their children to attend Nursery School as a preferred choice. Day Care Centers are the next most popular arrangement for preschool aged children, with 18.7% of the parents choosing this arrangement as desireable. Parental Care (14.3%) is still preferred by about 1 of 7 parents as the only arrangement. Play Groups (8.1%), Family Day Care (7.4%) and Parent Co-ops (6.0%) are all choices by a number of parents. The percentage of parents who prefer formal care arrangements for preschoolers is 78.8%. This is again consistent with the Round I findings where 82.2% of the parents wanted some type of formal arrangement for their 3-6 year olds. This group of children is larger than the other two groups (infants and toddlers) combined, so that preschool preferences account for almost 60% of the children 0-6.

The preferences by age data show a number of interesting effects of age on types of choices. Desire for formal care arrangements rise from 29.6% for infants to 50% for toddlers to 78.8% for preschoolers. While this finding is not surprising, it does document the relationship between age and parental preferences for care. Preferences for both Child Care Centers and Nursery Schools also rise in a similar manner. Desire for Family Day Care rises slightly for toddlers and then drops off by almost 50% for preschoolers. Parent Co-ops and Play Groups are also more preferred as children get older. There is also the opposite trend for fewer parents preferring either themselves or their friends and relatives as the only child care arrangement.

Table 7.6

Preferences for Preschool Care: Round II

| Types of Care | Number of Preference Points | Percent | Estimated No. of Children |
|---|---|---|---|
| Child Care Center | 70.5 | 18.7 | 478 |
| Nursery School | 119.5 | 31.6 | 808 |
| Drop-In Center | 8.5 | 2.2 | 56 |
| Parental | 54 | 14.3 | 366 |
| Latch-Key | 7 | 1.9 | 49 |
| Friend/Relative | 26.5 | 7.0 | 179 |
| Play Group | 30.5 | 8.1 | 207 |
| Family Day Care | 28 | 7.4 | 189 |
| Parent Co-Op | 22.5 | 6.0 | 153 |
| Public School | 4 | 1.1 | 28 |
| Combination | 7 | 1.9 | 49 |
| Totals | 378 | | 2562* |

* The estimated number of Preschoolers in the six neighborhoods that were surveyed. Elliot Park was not included in the Round II calculations.

## Estimated Needs for the Future

The data from parental preferences for various age groups is compiled in Table 7.7 to get an idea about the total number of slots needed for each category of care. These numbers serve as a guide for estimating the need for child care services for the next 3 to 5 years. The numbers show that Nursery Schools will need the most slots, whild Drop-In Centers will need the least number of slots.

Table 7.7

Estimated Need for Child Care Slots: Round II

| Type of Care* | Infants | Toddlers | Preschool | Totals |
|---|---|---|---|---|
| Child Care Center | 87 | 90 | 478 | 655 |
| Nursery School | 38 | 68 | 808 | 914 |
| Family Day Care | 128 | 96 | 189 | 413 |
| Parent Co-Op | 20 | 20 | 153 | 193 |
| Play Group | 16 | 40 | 207 | 263 |
| Drop-In Center | 12 | 28 | 56 | 96 |
| Totals: | 301 | 342 | 1891 | 2534 |

* Combinations were omitted here although they account for a number of children who most likely would use at least one form of formal care. Public Schools and Latch-Keys are also omitted here and are other forms of formal child care arrangements.

This information is compared to the number of slots currently available in six of the seven neighborhoods that were surveyed* in Table 7.8. This table shows that approximately one of three children who need care can be taken care of by the available child care slots. Only Family Day Care comes close to meeting the need for preferred care. This table suggests that both now and into the near future the need for child care is not and will not be adequately met. The table offers a guide to the kinds of programs that parents would like to see developed. The parental preferences are different from the County's plan (1977) which calls for more Family Day Care. The need is documented for expansion of child care services and the specific directions for services is suggested. What is not present is the money, the committment to children, and a plan to try and meet these expressed needs.

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* Elliot Park was not surveyed in Round II, so it is not represented by Round II data.

Table 7.8

Available Slots vs. Estimated Need

| Type of Care | Est. Need | Available Slots | Unmet Need |
|---|---|---|---|
| Child Care Center | 655 | 251 | 404 |
| Nursery School | 914 | 238 | 676 |
| Family Day Care | 413 | 370 | 43 |
| Parent Co-Op | 193 | 32 | 161 |
| Play Groups | 263 | 0 | 263 |
| Drop-In Center | 96 | 0 | 96 |
| Totals: | 2534 | 891 | 1643 |

## Child and Parent Services

The focus of the study is on child care arrangements, but this is only one of many child/parent services that parents of young children need to support their family life. There were questions asked in both Round I and II about what kinds of services parents feel are needed. The Round I questions separated children's services and parent's services and asked in an open-ended question, "What kinds of services for children would you like to see developed in your neighborhood?" The Round II questions combined parent and children's services and asked about use and importance. This approach puts child care services in a larger context of more comprehensive parent and child needs. The results offer some direction for the expansion and development of parent/child services over the next few years.

The desired services for children in Round I are described in Table 7.9. The most frequently mentioned service was more parks and programs (48%). More child care was the second most frequent choice (44.4%). The remainder of the choices were for recreation centers (12.6%), neighborhood schools (6.7%), and

neighborhood health clinics (5.9%). These were the top five choices for children's services. There were a few other mentioned that were not included in the table such as a children's museum. The children's needs expressed here are for health, educational, and recreational services.

Table 7.9

Desired Child Services: Round I

| Service | Number | Percent |
|---|---|---|
| More Parks & Programs | 65 | 48.0 |
| More Child Care | 60 | 44.4 |
| Recreation Centers | 17 | 12.6 |
| Neighborhood Schools | 9 | 6.7 |
| Neighborhood Health Centers | 8 | 5.9 |
| Total: | 135 | |

The list of parent services in Table 7.10 is considerably longer and more diverse. The most frequent request was for parent discussion groups (27.9%). Adult education programs (13%) and parent education (13.9%) were also frequent responses. The rest of the list includes social, recreational, psychological, health and environmental concerns. Child care was also mentioned as it is considered a service for both parents and children. The list provides a good start at articulating some of the needs that parents have and ways that the community can support both parents and children.

Table 7.10

Desired Parent Services: Round I

| Service Desired | Number | Percent |
|---|---|---|
| Parent Discussion | 32 | 27.8 |
| Parent Education | 16 | 13.9 |
| Neighborhood Newsletter | 14 | 12.2 |
| Adult Education | 15 | 13.0 |
| Programs for Children | 11 | 9.6 |
| Gym | 9 | 7.8 |
| Social Gatherings | 6 | 5.2 |
| Neighborhood Center | 6 | 5.2 |
| Neighborhood Groups | 6 | 5.2 |
| Parent Counseling | 5 | 4.3 |
| Physical Environment Improvement | 4 | 3.5 |
| Block Club | 3 | 2.6 |
| Babysitting Network | 3 | 2.6 |
| Medical Center | 3 | 2.6 |
| Total: | 115 | |

The Round II approach to parent/children's services was to list a number of the services mentioned in Round I and ask parents whether they would use the service and how they would rate the importance of each service. Table 7.11 identifies the potential use of each service. There are five services listed that more than four out of five people said they would use. These are: 1) Organized park activities (87%), 2) Day Care Centers (82.7%), 3) Nursery Schools (82.7%), 4) Children's Museum (82.7%), and 5) Neighborhood newsletter (81.7%). There were only two categories of services that would be used by less than 50% of the parents interviewed. These were work and skills sharing organization (48%) and single parent groups (36.8%). The single parent groups obviously are limited only to single parents, so the percentage should

not be seen as reflective of its importance. There appear to be a number of services that a majority of parents would use if they were available.

Table 7.11

Use of Parent/Child Services: Round II

| Service | Rank | Yes | Percent | No | Percent |
|---|---|---|---|---|---|
| Organized Park Activities | 1 | 94 | 87.0 | 14 | 13.0 |
| More parks | 14 | 60 | 58.25 | 43 | 41.75 |
| Play Groups | 9 | 70 | 68.0 | 33 | 32.0 |
| Nursery Schools | 3 | 86 | 82.7 | 18 | 17.3 |
| Drop-In Centers | 13 | 64 | 61.5 | 40 | 38.5 |
| Co-Op Day Care | 16 | 57 | 54.3 | 48 | 45.7 |
| Adult Classes | 10 | 69 | 66.3 | 35 | 33.7 |
| Parent Discussion Groups | 15 | 59 | 56.7 | 45 | 43.3 |
| Single Parent Groups | 20 | 39 | 36.8 | 67 | 63.2 |
| Family Activities | 12 | 65 | 61.9 | 40 | 38.1 |
| Neighborhood Newsletter | 5 | 85 | 81.7 | 19 | 18.3 |
| Parent Education | 11 | 69 | 65.1 | 37 | 34.9 |
| Day Care Centers | 2 | 87 | 82.9 | 18 | 17.1 |
| Toy-Lending Library | 18 | 55 | 52.4 | 50 | 47.6 |
| Neighborhood Health Clinic | 6 | 78 | 73.6 | 28 | 26.4 |
| Parent Counseling | 17 | 56 | 52.8 | 50 | 47.2 |
| Resource Center | 8 | 69 | 68.3 | 31 | 30.7 |
| Work & Skills Sharing Organization | 19 | 49 | 48.1 | 53 | 51.9 |
| Babysitting Network | 7 | 73 | 70.2 | 31 | 29.8 |
| Children's Museum | 3 | 86 | 82.7 | 18 | 17.3 |

The second question concerning parent/children's services was an attempt to prioritize services in terms of importance. There are some differences between this question and the use question and these are reflected in the

different rankings in Table 7.12. The most important service is more Day Care Centers. This is followed closely by Nursery Schools, Neighborhood Health clinics and organized playground activities. A children's museum ranks third. It seems that parents perceive health, educational, social and recreational needs as all being important. The lowest priorities are similar to the services that were indicated as least used. These results suggest that a variety of services that fulfill a variety of parent/child needs are desired.

Table 7.12

Importance of Parent/Child Services: Round II

| Service | Rating | Rank |
|---|---|---|
| Day Care Center | 127 | 1 |
| Neighborhood Health Clinic | 124 | 2 |
| Nursery School | 124 | 2 |
| Organized Playground Activities | 124 | 2 |
| Children's Museum | 117 | 5 |
| Babysitting Network | 100 | 6 |
| Adult Classes | 96 | 7 |
| Parent Education | 95 | 8 |
| Family Activities | 91 | 9 |
| Neighborhood Newsletter | 90 | 10 |
| Resource Center | 88 | 11 |
| Play Groups | 85 | 12 |
| Parent Counseling | 84 | 13 |
| Co-op Day Care | 82 | 14 |
| Drop-In Center | 81 | 15 |
| Parent Discussion Groups | 79 | 16 |
| More Parks | 72 | 17 |
| Toy-Lending Library | 71 | 18 |
| Work & Skills Sharing Organization | 65 | 19 |
| Single Parent Group | 54 | 20 |

## Summary

This section makes some estimations about the need for child care now and into the near term future. It appears that the need is much greater than the services now available and that this will continue into the future. The specific child care arrangements that are most needed are nursery schools and day care centers. Only family day care homes presently come close to fulfilling the expressed needs. The development of more formal child care programs is obviously indicated, yet the probability of this occurring is low. No level of government is willing to step forward and take responsibility for young children as an important social group. The needs for child care are also examined in the larger context of services for families/children. Both nursery schools and day care centers rank as the most important services. Recreational and health services also emerge as extremely important. There are currently efforts in all the service areas, yet the supply is limited in comparision with the demand documented by this study.

## Preferred Care Arrangements

### 1979

* First preferences for 1-6 year olds
    * 73% in some kind of formal care arrangement
    * 20.4% in nursery schools
    *19.4% in child care centers
    * 19.4% at home with their parents

1980

* First preferences for 2-6 year olds
    * 81.25% in some kind of formal child care arrangement
    * 31.25% in nursery schools
    * 18.75% in child care centers
    * 12.5% at home with their parents

1981

* First preferences for 3-6 year olds
    * 82.2% in some kind of formal child care arrangement
    * 30.7% in nursery school
    * 15.7% in public school
    * 12.9% in day care centers

Preferences by Age Group

Infants

* Parental care is 38% of preference rating
* Care by friends/relatives is 32.4% of preference rating
* Care in family day care homes is 12% of preference rating

Toddlers

* Parental is 27.5% of preference rating
* Friend/relative care is 21.6% of preferences
* Family day care homes are 13.5% of preferences
* Child care centers are 12.7% of preferences

Preschoolers

* Nursery schools are 31.6% of preferences
* Child care centers are 18.7% of preferences
* Parental care is 14.3% of preference rating

## Desired Child/Parent Services

* Day care centers are the most important of 20 listed services

* Nursery schools, neighborhood health clinics and organized playground activities are close second choices.

# SECTION VIII

## Policy Issues: Preferences and Forecasts

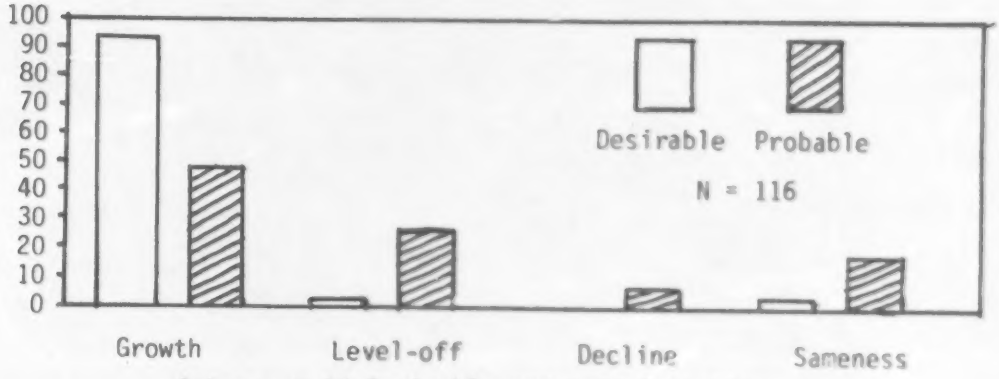
The policy issue questions were asked during the second round of questions. This part of the study addresses some basic policy issues concerning quality, availability and cost of child care programs. There are two perspectives elicited on each issue. The first perspective describes preferrable futures and the second probable futures. The purpose of these questions was to get some feedback about parental preferences and to have the parents function as forecasters by describing the shape of probable futures. This method of investigating future images through graphic shapes is a relatively recent development which is being researched by the Minnesota Futurists (Joseph, 1979) RTM Group. The purpose of the graphics is to provide a standardized language for describing the future. The four basic choices provided in this study were: 1) Growth 2) Sameness 3) Leveling-off and 4) Decline . In addition, there was a fifth graph that was left blank so that a person could draw and label their own shape if the first four shapes were not accurate descriptions of his/her preferences and forecasts.

## Quality of Care

The first issue discussed was "quality of care". The preferences for this issue are predictable as 94% of the parents sampled would like to see growth in the quality of care. There are a few people who feel care is adequate now and should remain the same or level off. Figure 8.1 depicts the choices made concerning quality of care.

Figure 8.1

Quality of Care (1979-85)




Other: 0.9% Desirable and 1.1% Probable

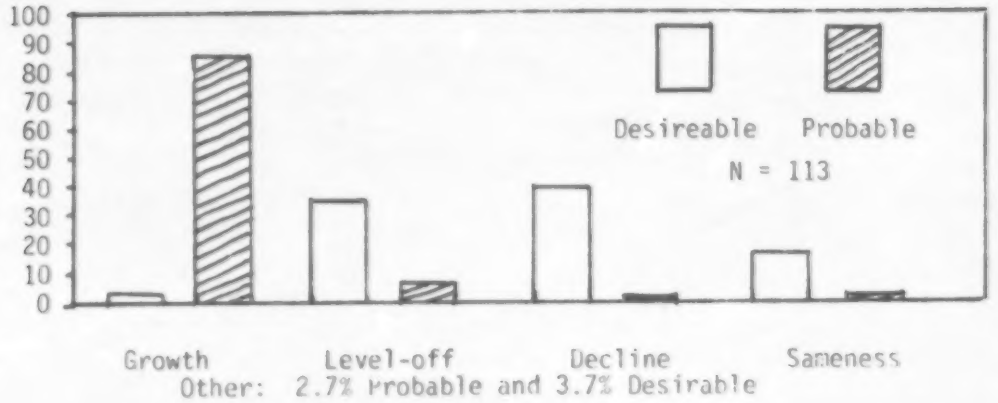
The forecasts also see growth as the most likely shape in the future, but only 47.4% of the sample chose growth as the most probable future. 25.9% of the sample chose leveling-off as the most probable future. Another group (19.8%) forecast that quality of care would be maintained at the present level. There was a small group of persons (6%) who forecast a decline in the quality of child care in the next seven years. The various forecasts suggest that parents are not confident that quality will increase. Even though the desirable shape is known, the probability that quality of care will increase is less than 50%, from the parent's perspective.

## Economic Issues

The next four questions dealt with various aspects of the cost of child care. The first question concerns the cost of child care. The most preferable future is a decline in cost (40.7%). Leveling-off of cost is also seen as an important preference with 30.4% choosing this shape. About one in five persons (18.5%) would like the cost to stay the same. Only 3.5% of the parents would like costs to rise over the next seven years.

Figure 8.2

Cost of Child Care (1979-85)



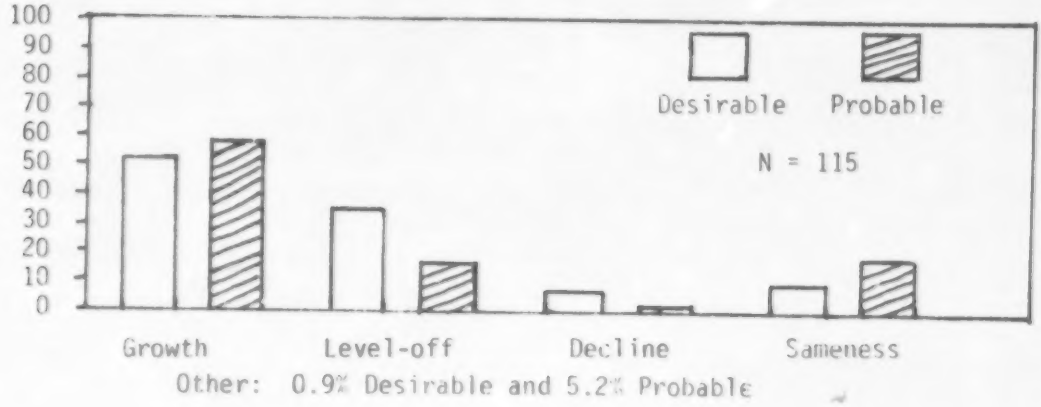

The forecasts made concerning this issue are the most certain of all the forecasts, with 87.6% agreeing that costs will go up for the next seven years. This seems likely with the present state of our economy. A small group (6.2%) felt that costs may level off in the next couple of years. The differences between preferable and probable futures are very pronounced. It appears that most people feel that the cost of child care will increase, but they would like costs to decline, stay the same, or at least level-off. The results are not surprising. The important issue is, if costs keep going up as parents forecast, how many parents will be able to pay for quality child care. How much parents can or should pay for child care is a relatively new and difficult question. It is a new item in the family budget and can cost as much as $200.00 a month. This expense poses problems for many families.

The next question asks about the wages of child care workers. More than half (52.2%) of the persons answering this question felt that growth would be desirable. This is an interesting preference since wages of child care workers are the largest portion of program budgets and directly effect the cost of care. However, from another perspective, it is a logical choice since the caretaker

was identifiec as the most important aspect of child care programs. A fairly large group, 30.4%, thought that wages should level off. Only 7% of the parents felt that a decline in wages was desirable. 9.6% preferred wages to remain the same over the next seven years.

Figure 3.3

Wages of Child Care Workers (1979-85)




Other: 0.9% Desirable and 5.2% Probable

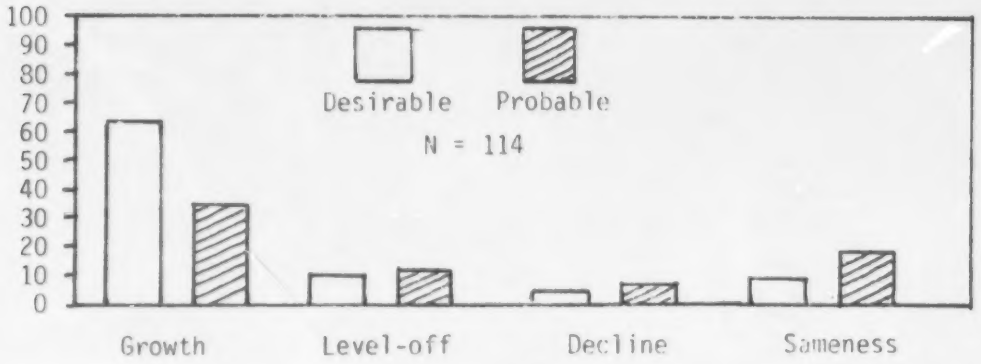
The forecasts are similar to the preferences with 58.3% describing growth of wages as the most probable state. There were 19.1% of the parents forecasting that wages would stay the same and 16.5% who felt that levelling-off was probable Only one person out of 115 thought that a decline was likely. The wages of child care workers have traditionally been low, and growth in this area does seem likely and also desirable for parents if it is related to the quality of the caretaker.

The fourth question deals with the ability to pay for child care during the next seven years. Again, the most desirable choice is growth, with 63.2% of the parents making this choice. This is predictable since most people would like to have their income grow. About 20% of the parents would prefer their

ability to pay to stay the same, 10.6% would like their incomes to level-off, and only 5.3% would like their ability to pay to decline. This last choice is confusing unless it is interpreted to mean that a decline in the ability to pay would be equivalent to a government subsidy which they can't receive right now because their income is too high. There are many families who do not meet the criteria for child care subsidies (e.g. PAF or Title XX) and have to pay the full cost of care.

Figure 8.4

Own Ability to Pay (1979-85)



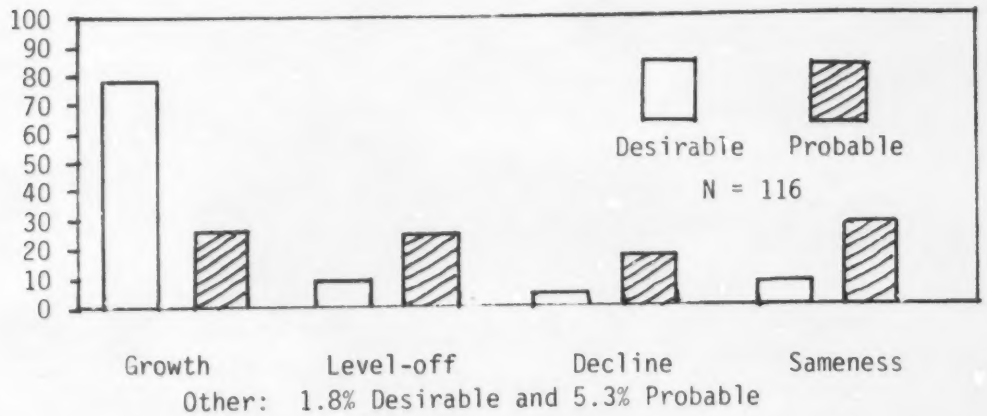

The forecasts for ability to pay seem to be split between sameness at 44.7% and growth at 34.2%. About 12% of the sample think that their ability to pay will level-off. Only 8.8% see a probable decline in their ability to pay. This is a very difficult question since it is a personal forecast. The question reflects a self-image of money-making ability and can be interpreted as a pessimistic one in that only one of three persons think that their ability to pay for child care will grow during the next seven years.

The final question related to money and child care is about government funding for children's services. The preference for increased funding is expressed by 75.9% of the parents. The remaining 25% of the sample is split

among sameness (8.9%), leveling-off (8%) and decline (5.4%). The vast majority of parents would like government funding for children's services to increase with only about one parent in twenty prefering a decline in this area.

Figure 8.5

Government Funding for Children's Services (1979-85)




Other: 1.8% Desirable and 5.3% Probable

The forecasts are very interesting because no forecast emerges as a dominant direction. The largest percentage of parents (26.8%) forecast sameness. 25.9% forecast growth in government spending for children. Leveling-off was chosen as a forecast by 23.9% of the sample. Decline in government spending for children was seen as the least probably state of affairs (18.6%). These figures suggest that in an area where there are many views and forces affecting government spending there is a great deal of uncertainty and confusion about what will happen in the next seven years.

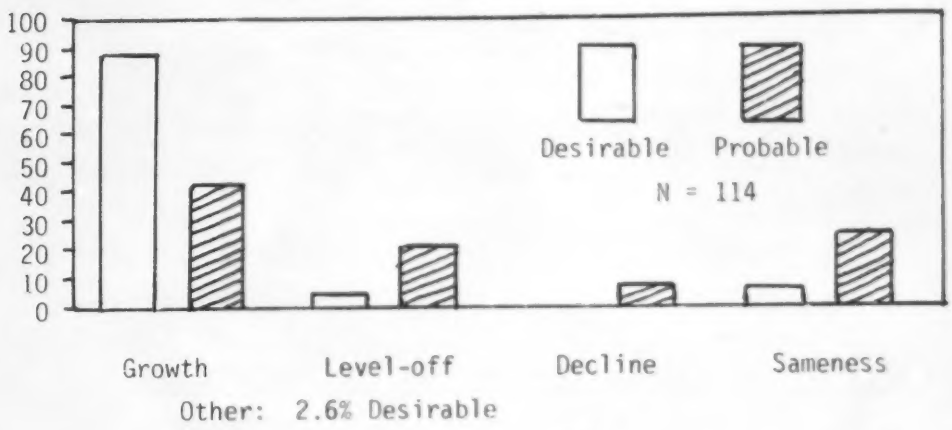
Availability, Need, and Development of Children's Services

The availability of care is one of the issues that was studied. The results suggest that only one out of 3 children who need care have licensed slots available in their neighborhoods. The preference is for growth in the

availability of care with 87.7% of the parents making this choice. There are a few persons (7%) who would like to see things remain the same and a few others (5.3%) who would like to see availability of care level-off. No one expressed a desire for a decline in the availability of care.

Figure 8.6

Availability of Care (1979-85)



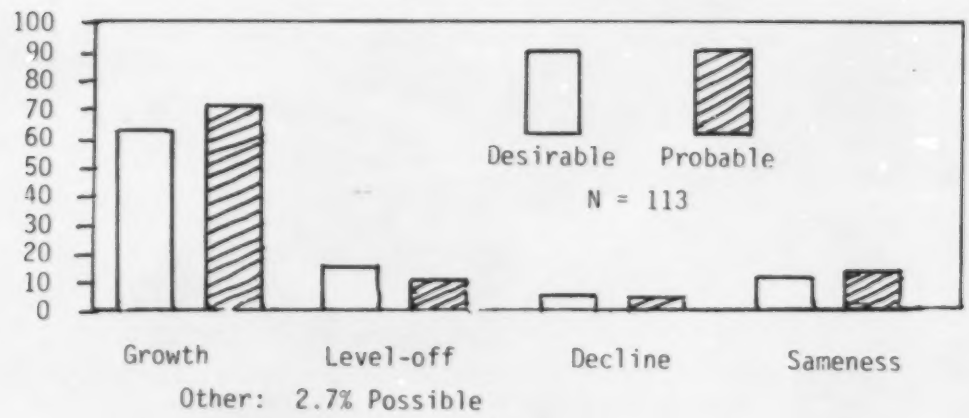

The forecasts of probable states suggest a fair amount of discrepancy between preferences and forecasts. The probable directions seem unclear to parents. 42.6% of the parents forecast growth of availabiility of care as the most probable state of events in the next seven years. About one in four (25.2%) think that availability of care will remain the same over the coming years. 21.7% forecast that availability will level-off. A small group (7.8%) forecast a decline in the availability of care. The lack of a strong consensus indicates that parents are uncertain about how available child care services will be in the next seven years.

A related issue is the need for child care services in the near future. The need has gone up drastically in the last 10 years because of both parents being employed. About two-thirds of the parents (64.6%) prefer for there to

be a continuation in the growth pattern in the need for children's services. 11.5% would like to see the need remain the same and 15.9% see leveling-off as a preference. Only 5.3% would like to see a decline in the need for children's services. In general, the pattern of a greater need for children's services seems to be a preference. Parents seem to feel that the need to share child care and rearing with other institutions is a legitimate and preferable trend. There are a few parents who disagree and some who feel that the need expressed right now is adequate but most feel that the need for services should increase over the next seven years.

Figure 8.7

Need for Children's Services (1979-85)

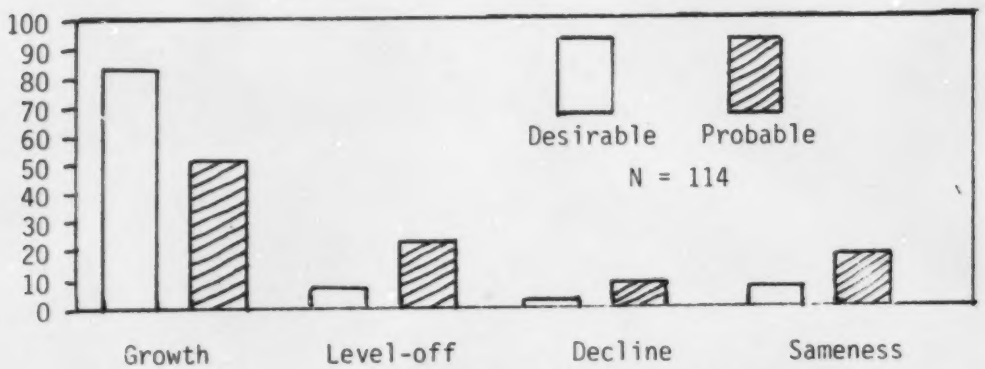



The forecasts concerning this issue are very similar to the preferences. The dominant pattern forecast is a growth of need (71.1%). Sameness is forecast by 13.2% of the group and 11.5% see leveling-off of need as the most likely direction in the next seven years. There are 4.4% who forecast a decline in need over the next few years. The forecasts and preferences both suggest that the need for children's services should and will increase over the next seven years.

The final question raises the issue of development of new services. This question contains some ambiguity since new services can either be seen to replace or to supplement existing services. It is assumed that supplementation is the interpretation made by most of the parents. About five out of six parents (83.5%) would like to see growth in the development of new services. There were some people (8.7%) who would like to see development of new services level-off and 5.2% who would like to see development remain at the same level. Only 1.7% preferred a decline in the development of new services. Parents as a group would like to see more new services for children in the next seven years.

Figure 8.8

Development of New Services (1979-85)




Other: 0.9% Probable and 0.9% Possible

Growth is the dominant pattern that is forecast (51.8%), seen as probable by one of every two parents. Leveling-off is seen as likely by 21.8% of the parents. 16.7% see that the development of new services will stay the same for the next seven years. Finally, 8.8% of the sample sees a decline in the development of new services and, while growth is the dominant pattern, not as many people see it occurring as would like to see new services developing.

## Summary

The cost of care is expected to increase in the next seven years by almost nine out of ten persons, but only one of three feel that their own ability to pay for services will increase and only one in four believes that government funding will increase during this time. This information suggests that fewer parents will be able to affort child care in the next couple of years. This is a forecast made by parents of young children so its validity is questionable, yet their bleak perceptions may be an impetus in and of itself for a self-fulfilling prophecy. If so, the 1980's might see the decline of child care services because of the perceived economic problems. This is contradicted by other forecasts such as the availability of care where four of ten parents see probable growth and one of two persons sees growth in the area of new services. However, these latter two forecasts might be expressions of hope and optimism that new services will become more available despite economic problems.

Growth appears to be the dominant theme throughout the preferences and forecasts. There are a few obvious exceptions such as the preference for cost of care and forecast of own ability to pay. Also, the forecast for government funding was so uncertain that no pattern emerged as a consensus opinion. The preference for growth does not seem unusual considering that most parents would be aided by growth in at least 6 of the 8 areas explored. Only cost of care and need for services might be undesirable areas for growth from a parental perspective. Growth then translates to more and better services for children. The forecasts of growth, however, tend to be the highest in areas where its impact upon more and better services are questionable. Cost of care (87.6%) is forecast to go up, as are need for services (71.1%) and wages of child care workers (58.3%). This indicates that parents feel child care services will

cost more and there will be a greater need in the coming years. While there are some people who are hopeful about the increase in quality and the development of new services, there is no pattern emerging as to how these improvements might come about. Although costs are expected to rise by most people, neither parents nor governmental funding sources are clearly seen as sources for more economic support for more and better child care. The basic question that emerges from this data is "Who will support the improved and expanded child care systems hoped for?"

## SECTION IX

# Income, Neighborhood Location and Family Structure and Their Relationship to Child Care Arrangements

Three variables have been selected as important to better understanding the present state of child care. These variables are income, family structure and neighborhood location. They were chosen for a more in depth analysis of their relationship to the present child care arrangements and policies. The first two variables, income and family structure, are obvious choices to answer the questions about who is presently using what child care arrangements. Do people with higher incomes use different arrangements? Do higher income families seem to have a better chance of making preferred arrangements? Are single parent and two-parent families different in the arrangements they desire and make for child care? The third variable, neighborhood location, refers to the present system for allocating CDBG money to child care. Neighborhood Strategy Areas (NSA) have been identified as smaller areas in neighborhoods that have the greatest need for "community development". The policy of only funding child care for parents in these areas has gone into effect this year. The purpose of examining this variable is to see if parents' arrangements for child care in NSA areas are really different from those in non-NSA areas. There were many other variables that could have been examined, but these were judged the most relevant for understanding present conditions and policies affecting child care in South Minneapolis.

## Income

Income would seem to be an important variable in determining the kinds and quality of child care available to families. Table 9.1 points out that persons with higher incomes are willing to pay higher amounts, but proportionally less of their income, for child care services.* Almost 50% of the

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* The median for the $4-6,999 group is in the $16-25 range or, taking the average, $20.50 per week for an income of $5,000. A proportion of 18.6% of their income goes to child care, while at $15,000+ the proportion drops to 10.2% at the median of $30.50. While these figures are not exact in the sense that they employ ranges for calculation, they provide an interesting insight into the amount of money parents say they are willing to pay for child care.

parents in the $4-6,999 range said they would be willing to pay over $26 per week. This is close to 20% of their income for a person at the top of the range ($6,999) and 32.5% for the bottom of the range. This finding is confusing but might be explained by a number of social and economic factors. Some of these persons may be willing to pay this amount of money only if they are then reimbursed (e.g. AFDC Programs). The programs that provide child care for low-income persons seem to confound the findings about how much people are willing to pay for child care. Persons from lower income groups express a willingness to pay proportionally more for child care than those from higher income groups. This finding is hard to interpret because a literal interpretation suggests that low income persons are willing to pay from 20% to 30% of their income on child care. This percentage of income put into child care would seem unrealistically high so there appears to be some unknown factors behind these responses.

Table 9.1

Parents' Income and Amount Willing to Pay

| Amount willing to pay | Income Range | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | $0-3,999 | | $4-6,999 | | $7-9,999 | | $10-14,999 | | $15,000+ | |
| | # | % | # | % | # | % | # | % | # | % |
| $ 0 | 8 | 50.0 | 4 | 11.4 | 2 | 7.7 | 0 | | 0 | |
| $1 - 5 | 0 | | 2 | 5.7 | 0 | | 0 | | 0 | |
| 6 - 10 | 3 | 18.8 | 0 | | 3 | 11.5 | 0 | | 0 | |
| 11 - 15 | 0 | | 1 | 2.9 | 3 | 11.5 | 4 | 12.9 | 0 | |
| 16 - 25 | 2 | 12.5 | 11 | 31.4 | 8 | 30.8 | 7 | 22.6 | 6 | 23.1 |
| 26 - 35 | 3 | 18.8 | 14 | 40.0 | 6 | 23.1 | 16 | 51.6 | 11 | 42.3 |
| $36+ | 0 | | 3 | 8.6 | 4 | 15.4 | 4 | 12.9 | 9 | 34.6 |

One approach to understanding child care arrangements and the effects of income level is to compare the preferences and present arrangements for each income group. Table 9.2 looks at the discrepancies between parents' present arrangements and desires by income groups. There is a significant difference ($Z = 2.48$, $p < .01$) between the proportion of child care desired by the losest and highest income groups. 87% of the persons with incomes $0-3,999 want formal care for their children while only 55.1% of those with incomes over $15,000 want formal care. These results indicate that persons of lower income express a greater need for formal child care. This could be one reason why this group of parents appears to be willing to pay so much for child care in proportion to their incomes.

Table 9.2

Parents' Income and the Comparison Between Present and Desired Child Care Arrangements

| Comparisons | Income Range | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | $0-3,999 | | $4-6,999 | | $7-9,999 | | $10-14,999 | | $15,000+ | |
| | # | % | # | % | # | % | # | % | # | % |
| Wants formal but Doesn't have | 16 | 69.5 | 22 | 53.5 | 14 | 45.0 | 11 | 29.7 | 13 | 44.8 |
| Has formal and Wants it | 4 | 17.4 | 5 | 12.2 | 4 | 12.9 | 9 | 24.3 | 3 | 10.3 |
| Wants informal but doesn't have | 0 | | 1 | 2.4 | 0 | | 0 | | 2 | 6.9 |
| Has informal and wants it | 3 | 13.0 | 13 | 31.7 | 13 | 41.9 | 17 | 45.9 | 11 | 37.9 |

The proportion of children who need care and are presently receiving care varies among the different income groups. The present arrangements reveal that the $10-14,999 income group wants formal care the least (54%), but pre-

sently has the most formal care (24.3%)*. Almost one out of two children in families of this income group are getting the desired formal care. It is interesting that both the highest and lowest income groups have only about one out of five children in formal situations which they desire. It appears that even the people with the most income in the sample have a difficult time finding desirable formal arrangements. The problem of finding desirable child care arrangements seems to affect all income groups. The reasons may be very different for not having the desired form of care, but the statistics indicate that all the groups would like more formal care than they are now using. It appears that a higher income in and of itself does not assure that desired child care arrangements can be made.

NSA and Non-NSA Areas

NSA areas were selected by a number of criteria including income and housing conditions. The purpose of this analysis is to examine child care needs in relation to NSA areas. Are the needs for child care in NSA areas different from non-NSA areas? Table 9.3 shows that the income of the families interviewed in NSA areas is significantly different (lower) from non-NSA areas ($\chi^2 = 12.27$; $p < .025$). This is not surprising as it concurs with one of the criteria for designating NSA areas. Families in NSA areas were more likely to be in the lower income categories. However, the distinction of "poor" becomes very fine in neighborhoods where over 80% of the families interviewed have incomes below the state median income for a family of four**. NSA areas

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* This finding is difficult to explain, but it appears that these parents have learned to adapt to the present limited resources and learned to use them more effectively than other income groups. It appears that this ability to learn about and use child care resources is important, perhaps more important than money in getting desired care situations.

** In 1976, $15,792 in Minnesota. A large proportion of families (about ⅓) are single mothers, which is a different family structure, so family size is often smaller than four. There is still a large concentration of persons with low incomes.

in this context might be labelled as the "poorest of poor" areas.

Table 9.3

Income in NSA and Non-NSA Areas

| | Income Ranges | | | | |
|---|---|---|---|---|---|
| | $0-3,999 | $4-6,999 | $7-9,999 | $10-14,999 | $15,000+ |
| NSA Areas | 10 | 19 | 10 | 6 | 5 |
| Non-NSA Areas | 13 | 21 | 20 | 32 | 24 |

## Present Arrangements

Table 9.4 lists the present child care arrangements made by both NSA and non-NSA residents. At the time of the survey the NSA parents were using more formal child care than non-NSA parents, 21.1% for NSA residents and 17.3% for non-NSA residents. The major difference between types of formal care used was in the area of Family Day Care, where 11.5% of NSA parents used FDCH as compared to 7.8% of non-NSA parents. The NSA and non-NSA parents both used friends/relatives most frequently for their present arrangements, 67.2% for NSA parents and 68.7% for non-NSA parents. While there are no statistically significant differences here, NSA parents appear to be getting more formal care. The policies that have begun in 1979 will likely increase the number of NSA parents served by formal care and decrease the formal care available to persons outside NSA boundaries but in the same neighborhoods.

Table 9.4

Present Child Care Arrangements in NSA and Non-NSA Areas

| Arrangement | NSA | | Non-NSA | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Parental | 8 | 15.4 | 16 | 13.9 |
| Child Care Center | 3 | 5.8 | 6 | 5.2 |
| Nursery School | 1 | 1.9 | 5 | 4.3 |
| Friends/Relatives | 33 | 67.2 | 79 | 68.7 |
| Family Day Care | 6 | 11.5 | 9 | 7.8 |
| Parent Co-Op | 1 | 1.9 | 0 | 0.0 |

## Preferred Arrangements

The preferred arrangements (Table 9.5) in NSA and non-NSA areas show that parents in NSA areas would like more formal care (69.2%) than those in non-NSA areas (60.9%). This difference is consistent with the higher proportion of formal care desired by lower income groups. The difference between the two groups ($Z = 1.03$) is not statistically significant and the figures show that both groups desire more formal care than they are presently getting. The types of formal care desired are similar with the exception that NSA parents desire more center care (23.1%) than non-NSA parents (14.8%). Parent co-ops seem to be more popular with non-NSA parents (4.2%) as compared to NSA parents (1.9%). The differences between the two groups appear to stem from the income difference, which has some influence on the kinds of care desired, but there are no statistical differences between the two groups on the percentage of formal care desired. The new policy of only NSA parents receiving CDBG funds seems to aid poorer families who express a need for formal care, but it neglects the needs of other non-NSA area residents who are also low-income and have a need for more formal care arrangements.

Table 9.5

Preferred Arrangements in NSA and Non-NSA Areas

| Arrangements | NSA Number | NSA Percent | Non-NSA Number | Non-NSA Percent |
|---|---|---|---|---|
| Parental | 11 | 21.2 | 23 | 20.0 |
| Friends/Relatives | 5 | 9.6 | 22 | 19.1 |
| Child Care Center | 12 | 23.1 | 17 | 14.8 |
| Nursery School | 13 | 25.0 | 25 | 21.7 |
| Family Day Care | 5 | 9.6 | 12 | 10.4 |
| Parent Co-Op | 1 | 1.9 | 5 | 4.3 |
| Drop-In Center | 2 | 3.8 | 5 | 4.3 |
| Evening Care | 3 | 5.8 | 6 | 5.2 |
| Totals | 52 | | 115 | |

## Family Structure: Single Mothers

Family structure is another factor that is important to analyze for better understanding of child care needs. This analysis looks at mothers as single parents and their need for care. This group includes 54 single mothers.* Table 9.6 compares the incomes of families with single mothers and the rest of the sample. Income is one significant factor that distinguishes these groups. Single mothers account for 78.3% of the lowest income group and only 3.6% of the highest income group. This difference is a well known fact, that is again documented. It suggests from the previous discussion on income that this group would express a great need for formal child care.

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* There were also four men, who were separated or divorced, and who were interviewed about their children's needs. They were not included in the analysis of single parent families.

Table 9.6

Income for Single Mothers and Other Families

| Family Type | Income Range $0-3,999 # | % | $4-6,999 # | % | $7-9,999 # | % | $10-14,999 # | % | $15,000+ # | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Single Parent | 18 | 78.3 | 21 | 53.8 | 11 | 35.5 | 2 | 6.5 | 1 | 3.6 |
| Two-Parent | 5 | 21.7 | 18 | 46.2 | 20 | 64.5 | 29 | 93.5 | 27 | 96.4 |

The present arrangements of single mothers and their preferences for child care arrangements are compared in Table 9.7. Most of the children are cared for by friends/relatives (50.9%) and babysitters (25.5%). Only 13.4% are presently using formal child care arrangements. This is in comparison to 21.2% of the other families who were using formal arrangements at the time of the interviews. While there were only about one out of seven single mothers using some kind of formal care, almost 4 out of 5 (79.3%) preferred to have their children in formal care settings. There is a great demand from this group for formal child care arrangements, yet single mothers were less able to get formal care for their children. This group of parents has a greater need for care ($Z = 3.07$; $p < .001$), but is unable for a number of reasons* to get the care they desire. This is a group of families that is in obvious need of community support in their child rearing but they are not very successful at getting support in the form of formal child care arrangements (about one out of six are getting the arrangements they would like).

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* Some of the reasons for no care were indicated in Section V. These included too expensive; don't know of any care... Single mothers use a number of these reasons to explain their problems with obtaining the child care arrangements they see as the most desirable.

Table 9.7

Single Mothers: Desired and Present Arrangements for Child Care

| Arrangement | Present Arrangements Number | Percent | Desired Arrangements Number | Percent |
|---|---|---|---|---|
| Parental | 3 | 5.5 | 5 | 9.5 |
| Friends/Relatives | 28 | 50.9 | 6 | 11.3 |
| Babysitter | 14 | 25.5 | 0 | 0 |
| Family Day Care | 4 | 7.3 | 6 | 11.3 |
| Child Care Center | 1 | 1.8 | 17 | 32.1 |
| Nursery School | 2 | 3.6 | 13 | 24.5 |
| Parent Co-Op | 0 | 0 | 1 | 1.9 |
| Co-Op Babysitting | 1 | 1.9 | 0 | 0 |
| Evening Care | 0 | 0 | 3 | 5.7 |
| Drop-In Center | 0 | 0 | 2 | 3.6 |
| None | 2 | 3.6 | 0 | 0 |

## Summary

The three variables examined in this section point out the complexity of making child care arrangements and policies for allocating money to child care. Lower income groups express a greater need for formal child care arrangements. However, both the highest and lowest income groups seem to have about the same chances of getting the care they desire. Surprisingly, one of the middle income groups ($10-14,999) seems to have the best chance of getting the kind of care that they desire. It appears that a high income alone is not sufficient for obtaining desired care. Low income persons also appear to be willing to pay proportionately more of their income for child care. It could be that this is because they have a greater need for child care services and therefore are willing to pay more of their income for these services.

The NSA policy appears to be consistent with the effort to provide more care to the lowest income groups. Yet it artificially divides neighborhoods

and doesn't assure that the lowest income groups are actually served. The neighborhoods that have NSA areas are poorer areas to begin with, but money for child care should be allocated to the entire areas according to parents' incomes if the purpose is to provide more child care for lower income families. This would seem to be a more reliable approach to promoting community development than only funding families within smaller areas that contain a higher proportion of low income persons.**

The role of child care in community development has to be studied independently of housing conditions. Policies should be developed that consider parental need for child care and attempt to meet this need for child care as fairly as possible. Communities with a high proportion of low income families need strong child care programs to serve the needs of parents and make the communities more desirable places for families with young children.

The combination of low income and a single parent family structure makes single mothers a group that is definitely in need of community support. The study indicates that this group has a real need for child care but that presently they are not getting their share of the child care resources. The reasons for this should be studied and policies should be implemented to provide more access to formal child care arrangements for this group.

## Important Findings

### Income

* 87% of families with incomes of $0-3,999 desire formal child care arrangements.

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** The possible impact of the present policy is that families with small children in already transient communities will tend to move into NSA areas so they can receive child care funding. This will concentrate families with small children in smaller areas where housing is the poorest, just so they can receive child care funding.

* 65.8% of families with incomes of $4-6,999 desire formal child care arrangements

* 57.9% of families with incomes of $7-9,999 desire formal child care arrangements.

* 55.1% of families with incomes of $15,000+ desire formal child care arrangements.

* 45% of parents in the $10-14,999 income range who desire formal child care are getting it, in comparison to 18-22% in other income groups.

* Parents in the $4-6,999 income group are willing to spend almost twice as much of their incomes for child care as are higher income groups.

NSA vs. Non-NSA Areas

* NSA families are more likely to be in lower income groups.

* 69.2% of NSA parents and 60.9% of non-NSA parents want formal child care for their children. This is not a significant difference.

Single Mothers

* Single mothers compose 78.3% of the lowest income group and only 3.6% of the highest income group.

* Four out of five single mothers would like some kind of formal child care, but only one out of seven is presently using formal child care arrangements.

## SECTION X

# Summary, Alternative Child Care Futures, and Some General Goals

> IT IS TRUE...THAT AS LONG AS FAMILIES, PARENTS, and women accept the conditions of governmental bodies and bureaucracies for using and creating day care services, day care will never be very good and it will never be anything more than a tool for controlling the poor. (Steinfels, 1973, p. 244)

This study is an attempt to involve parents more directly in the creation and design of child care services. The real outcome of this study is not this report but the continuous reevaluation of our present child care systems and needs for both the long and short-term future. The study generally addressed the short term future but the paths we choose to follow now will influence our long-range futures. For this reason the summary will consider some longer range possibilities as a context for recommending goals for the next few years. The basic structure of this section will be to: 1) summarize the services parents would like to see for their children, 2) present several brief descriptions of possible child-rearing/child care arrangements in the future, and 3) explicate a set of general goals as guides to the future of child care.

## What Parents Say They Want

### Community Level Needs

The first section deals with the services parents feel should be provided for themselves and their children at a community level. This level goes beyond day care to cover children's services in general. Child care programs, i.e. day care centers (ranked first) and nursery schools (ranked second), were among the services that parents said they most wanted. They also wanted additional organized playground activities. These services for children represent an attitude towards child care which stresses formal types of care. There seems to be a cultural trend towards more services for children that are formal

and child-centered. Boulding (1978) questions this movement which she says insulates children from society and abdicates responsibility for children to professionals trained in child-care, recreation, etc. The parents in the study believe that more formal care is necessary but this trend needs to be questioned from a broader perspective. Are we perhaps too caught up in wanting more day care, more latch-key programs... because this seems the only path to a better future for women, families, and children?

There were also needs expressed for less formal arrangements such as babysitting networks (4th) and play groups (10th). These ranked lower in importance than day care centers (1st) and nursery schools (2nd), but were still rated as important to a number of parents. The need for less formal types of care which link parents to other parents can be seen as a different approach to the problem of child care or as a supplement to more formal arrangements. While parents indicated formal licensed care such as day care centers as a first preference, there are less formal alternatives that also were seen as desirable but different from baby sitters, friends and relatives as caretakers.

Another set of needs that parents identified were centered around education for parents. There were two general areas of education that were mentioned. Adult education (ranked 5th) was the most important area to parents. This reflects the trend in our culture towards life-long learning. Adult classes are an important way for parents to continue to learn a variety of things from carpentry and plumbing to personal growth. It is interesting that this seemed so important a need when the Public School System provides a number of adult classes already. It suggests that the accessibility of these classes to parents with young children is perhaps too limited. There could be problems in terms of cost, location, times, and child care arrangements. Education for parenting was another interest expressed by many parents. Parents would like parent

education (6th), discussion groups (14th), and parent counseling (11th). There seemed to be a feeling that there was a lot to learn about being a parent and that support and affirmation of parenting was important. A number of these services also exist, but it appears that parents are generally unaware of the educational possibilities that are available or are unable to use them because of factors such as cost, time, transportation, trust, and lack of child care.

A third group of needs expressed by parents centered around social needs. Social needs include a feeling of belonging to a neighborhood, places for family activities and structures for getting to know other adults in the neighborhood. In the first round, parents indicated the need for social gatherings and block clubs as ways to get to know people. Family activities (7th) is the highest ranked need in this area and expresses a desire to get to know other families. The neighborhood newsletter was also seen as an important service (8th). It seems that families with young children would like to get to know other families in the neighborhood and develop a sense of community that is often hard to find in a transient, inner city environment.

A final need at the community level was health care. Neighborhood health clinics were ranked as one of the most important (2nd) needs of parents. This suggests that most parents need health care at a reasonable cost and want care in their own neighborhoods. This seems consistent with the desire expressed for smaller, neighborhood-based child care services.

## Institutional Level Needs

The institutional level refers to formal child care arrangements as one specific aspect of the larger community level. Since child care was the focus of this study, the information gathered at this level is very specific and detailed. It is broken down into different categories for organizational purposes.

Diverse Structures

The need for diverse structures for child care arrangements is evident throughout the study. Both the first and second rounds indicate that parents would like a number of different child care arrangements. It is apparent that more formal arrangements, i.e. day care centers and nursery schools, are the most desired. This may be because they are the most familiar types of care and therefore accepted and trusted. The less formal types of care such as drop-in centers and play groups are also desired by some parents but are less known and almost non-existent.

The child's age is one important variable affecting desired arrangements. When children are infants and toddlers, informal care patterns (parents and friends/relatives) are more desired (70.4% for infants and 49.1% for toddlers). However, when the child is preschool age, 4 out of 5 parents want some type of formal care for their child. This includes six different types of formal care, and some parents would like to use combinations of these (e.g. nursery school and FDCH), as their most desirable arrangements. It seems that parents would like a choice of formal arrangements and that diversity of structures is healthy because it provides choices.

Diverse Philosophies

One of the most important aspects of child care programs (ranked 4th in Round II) was the philosophy. While there were no direct questions about philosophy, there were a number of related questions about culture, program aspects, and child behaviors. The responses to these questions can be seen as an indicator that parents have diverse philosophies about child care. One of the important philosophical aspects that parents indicated was that programs be educational. There are a number of different educational philosophies (e.g.

see Evans, 1971) for preschool children. Looking at child behaviors, it becomes obvious that parents want their children to behave in a number of different ways (see Table 6.13 and 6.14). The behaviors they see as positive can be linked to different philosophical approaches. For example, a Montessori approach would be more likely to foster independence than a behaviorist approach. Cultural aspects provide another example of the need for philosophical diversity. Aspects such as religion, art, and black culture are very different program emphases. It appears that parents would like programs with varying emphases and goals. Programs with different philosophies would be necessary to meet the needs and values of different parents. As previously suggested, child care programs should involve parents in a process for describing their goals, values, and philosophies. Parents should be able to choose from a number of programs with different philosophies.

Funding

The data show that most of the parents (82%) in the sample are below the state median income ($15,792 for a family of four in 1976). The parents in general expressed the need for more subsidized child care. There were only about 3% who felt that parents should pay the full cost of child care. In addition, a majority of parents (52.2%) would like to see the wages of child care workers go up as compared to only 7% who would like to see a decline. It seems that parents realize the high cost of child care and most parents (72.4%) would like to see some kind of sliding fee system. Parents (87.6%) expect the cost of child care to go up in the next seven years and are hoping that the government will increase funding. Most parents (75.9%) also would like money to children's services from the government to increase over the next 7 years. Also, most parents (about 80%) would like to use some kind of formal care for their children some time between the ages of 0 and 6 years. In order to get

the desired forms of care, government subsidies to child care will have to increase dramatically, yet many parents are uncertain about this increase (only 25.9% think government funding will increase over the next 7 years). It seems that parents understand the dynamics of funding and are wanting more government funding but are uncertain about getting it. This raises a basic question; if money is unlikely to become available for the formal arrangements parents desire, what should and can happen?

Caretakers

The parents described caretakers as the most important aspect of a program in Round II. The characteristics parents saw as most important were "loving/caring" (first), "patient" (2nd), "understanding" (3rd), and "loves kids and work" (4th). In addition, reliability and competence were also rated as important characteristics. Most of the important caretaker characteristics that parents described are personality traits as opposed to learned skills. It appears that specific personality traits are more important to parents than formal training in child care.

In summary, the study shows that parents want more formal services for their children.* They would like to see diverse structures to fit their various needs. They would like to see these diverse structures encompass a number of different program areas and philosophies from art to black culture to religion. The desired programs would be located in their neighborhood, preferably funded by government money to subsidize a sliding fee system. Parents also want support for themselves in the form of educational services and "community

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* As the study documents in various ways, only about 1 out of 3 children have the chance of finding a desired slot.

building" organizations. The study documents parents' needs and desires for their children and themselves and provides a basis for future planning.

Future Paths for Child Care and Child-Rearing in Our Culture

This section is presented because the "need" that parents describe for formal care outlines only one approach to the future of child care. At the present time, millions of dollars* are being spent in Minneapolis for child care, yet the survey shows that only one out of three children whose parents desire care for them could be cared for with the existing programs. To double or even triple the amount of money going into child care would cost millions of dollars. It is obvious that child care needs more money in Minneapolis to support the desired forms of care. However, less costly options may be more feasible and of better quality. Before deciding how much money is needed for child care, some basic questions should be raised by the child care community. What kinds of care do we need? Are the present structures optimal settings for our children? What are some of the alternatives to the present system? Who is responsible for young children? The future paths explore some of the strengths and weaknesses of five alternatives to child care and child rearing.

The paths are described to give a sense of some possible alternatives and how these alternatives might change our present needs for child care. They provide a long-range context for the parents' expressed desires. They are not presented as single futures but as an array of possibilities so that several of the paths could coexist. Some of the paths are extensions of present trends while others are paths that challenge our present directions. It is important in studying the future not only to look at long-range impacts of our present choices but also to present alternative choices that question some of our

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* The County reported spending over six million dollars on child care in 1976-77. This does not include all city and federal funds, so the total spent is even higher.

basic assumptions. Assumptions in a changing world need to be re-evaluated so that we can both adapt to and direct change.

## Licensing Parents

One path that has been suggested by a number of persons over the past ten years is parent licensing (Rheingold, 1973; Bergman, 1978; Ramey, 1975). The basic assumption of this movement is that children have the right to loving and competent parents. It is argued that we license people to drive cars so why not to raise children. This development accents the separation of sex from child-bearing, so that child-bearing and rearing become a purposeful choice. The basic operations for licensing* parents have not been tested but the idea has some positive implications suggesting that it be considered. These implications include: 1) Parents would have to approach child-rearing in a more thoughtful and prepared manner. 2) Some present social problems, such as child abuse and delinquency, might be alleviated. 3) Parents would have more support and be given more information about child-rearing. 4) This type of a system might also elevate parenthood and the task of child-rearing to a higher status in our culture. Parents in this context would be more likely to take care of their children at home and have less need for institutionalized child care. This would be especially true if there were financial support** for the task of parenting. If this concept were developed and implemented in the next twenty years it could drastically change our present patterns and need for child care.

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* Bergman (1978) says that some European countries already are issuing parent certificates. The author of this report also wrote a scenario about parent licensing in 1976, so some thought about operationalization has occurred.

** Countries like Sweden and Finland (see Roby, 1974) do provide some money to parents. This concept is very different from the AFDC system in the U.S., which is seen as social welfare and as such has many negative connotations. Paying or financially supporting licensed parents to rear their children because this is an important function in the culture would be very different from AFDC.

While licensing offers some positive changes, it could also create some new problems. Some of the possible problems with licensing parents are: 1) The operation of licensing might take on undesirable bureaucratic dimensions. 2) The licensing process might favor certain social and cultural groups and become a subtle form of genocide. 3) Women might become more oppressed in their struggle to control their own bodies and their reproductive capabilities. The problems inherent in this path suggest that they be carefully considered before moving further in this direction.*

Institutionalization of Child Care

Another path that is available is to create more and better institutions for child care. This may be seen as either an extension of the present system of day care centers or the creations of new institutional settings. The primary care for most children would be supervised learning and play activities. The assumptions here are that all parents would be provided with free or low cost day care so that they would be free to pursue full-time jobs and careers. The advantages are: 1) That both men and women could be parents and have careers. 2) Children would be provided with quality care by trained professionals. 3) Parents would spend less time with their children but the quality of the time spent could increase. The parents in the study are favoring this plan by their expressed desire for formal care.

The family lifestyle that accompanies this path is already being experienced by many parents who have found quality day care settings. Some of the problems with this path are: 1) The cost for more subsidized or free day care

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* Bergman (1979) suggests that both adoption processes and child abuse treatment exemplify evaluation processes for good or adequate parenting and can be seen as an initial step towards parent licensing.

would increase while the public support in this area is waning.* 2) The image of the "super parent" who works full-time, pursues further education, takes time for personal growth and recreation and also spends good quality time with his/her children becomes a difficult image to live up to. 3) The isolation of children in child-centered institutions may make the transition to community life difficult. (Boulding, 1978). 4) The notion that only trained professionals know how to care well for children might decrease parental competence and confidence. The basic question is not the cost in dollars but what is the cultural cost of the expansion of day care to serve the needs of all parents. Our culture has taken a giant step down this path in the last 10-15 years.** How much further should we go on this path and what are the alternatives and their costs?

Increasing the Responsibility of Men for Child Care

Another path to providing child care is to involve men in the responsibility of caring for children. Men's roles in child-rearing have been very limited in our industrialized culture. Right now there are competing trends of increasing single mother families*** and men staying at home****. However,

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* The Proposition 13 syndrome would limit public funds available to increasing low cost or free day care. Also an increase in quality such as professional staff would add to the cost. The cost of good quality care is not beyond our means but it would call for a reordering of priorities at the national, state, and local levels.

** For example, the number of children between 0-6 whose mothers work has doubled in the period from 1960-75 (Brofenbrenner, 1978). The data from this study indicate that this change has continued into the late 1970's with more parents than ever seeking some kind of formal child care.

*** More than one out of three in this study and about 45% (Cornish, 1979) of children are projected to spend some time in a female-headed household, so that this trend appears to be winning and perhaps pushing men into even less responsible roles as single motherhood increases.

**** Examples of men who stay at home are around (e.g. Howe, 1974, Morgenthaler, 1979, Levine, 1976) but it is difficult to estimate how widespread this arrangement is. The trend of single fathers peaked in 1975 and appears to be on the way down (Statistical Abstracts, 1978).

it appears that in general men in our society are taking less responsibility for children as single motherhood rapidly increases while only a handful of men are taking on more responsibility. The movement of men into the role of a more active child rearer is slow even in Sweden (Morganthaler, 1979) where men are given paid paternity leaves. Only one out of ten takes advantage of this benefit to stay home with their children. Yet men can be seen as an untapped resource for child care, although basic cultural values will have to change before this resource can be fully utilized. The underlying assumptions of this perspective to involve men in child-rearing are: 1) it is a rewarding, important, and instructive life experience for both men and women to watch their children grow and take an active role in their development. 2) Child-rearing responsibilities can be taken without giving up outside activities (e.g. part time work) completely. 3) Men can be competent and nuturing and caretakers if they take the time to develop these attributes. Some of the advantages of men taking over some of the child-rearing responsibilities are:

1) The children and men's lives will be mutually enriched by this interaction.

2) Both men and women can enjoy family and extra-family interactions.

3) Family life and child-rearing will become more important and rewarding with less need for day care programs as they now exist.

There are a number of obstacles that could stop parents from taking this path. It calls for a basic change in men's value systems. Child-rearing skills would have to be learned by men and become part of the socialization process for boys. There would also have to be a change in women's power and control over children's lives. While some families are presently working on these problems, it is a difficult task in an unsupportive cultural context. If men do not get support from women and each other for taking on this role it will be unlikely that this movement will have any real effect on child care needs in the future.

## Communal Child Care

The multi-adult family (Ramey, 1976) is another arrangement that could change the needs and structures for child care. This type of family provides many of the positive features of the extended family. Care for young children can be shared among adults so that parents have more time for other activities. The advantages of this type of child-rearing are: 1) Children have more adults around as models and as friends. 2) Parents receive help and support* in caring for their children. 3) Adults who do not want to be parents can take on a minor role in child-rearing and have contact with children. This type of family structure changes the needs for child care because the family has more resources for child care in the home.

The trends toward a communal lifestyle are difficult to assess. The 1960's and 70's have seen many experiments in this area and it appears (Kanter, 1979) that communal lifestyles are becoming more workable. However, there are still a number of problems: 1) The stability of groups makes child-rearing difficult.** 2) It takes a lot of psychological energy to maintain good relationships with a number of persons in the same house. 3) Child-rearing styles and philosophies often conflict. This path has the potential to provide a supportive environment for parents and children but there are certain costs and the communal family still may have to be supplemented by other forms of care and support from the larger community.

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* This can be both psychological and economic support, as well as a source of child care within the home.

** Urban communes (Kanter, 1979) appear to break up frequently and even if they are somewhat stable there is usually a high turnover of persons.

Developing Community Child Care Resources

This path suggests that there are many resources within communities that are not presently being utilized. The basic assumption of this perspective is that various community members could be trained to provide competent resources for helping to care for the children in the community.* These community members could include teen-aged persons, senior citizens and single men and women interested in spending time with children. Some of the possible advantages of this approach are: 1) This approach, by involving community persons in caring for children, helps to build a community environment that is more capable and nuturant in regards to children. 2) Families would be more likely to form personal relationships with the caretakers, simulating extended families. 3) The training and experience may better prepare young persons to make responsible choices about parenthood. This path would attempt to decentralize child care settings and balance formal and informal approaches to child care.

This path may also run into some problems. It is possible that urban transience would hinder the formation of stable relationships between children and community menbers. The informal arrangements might also be less reliable. The financial transactions might become a problem if money is involved in the system. It appears that this path is possible, but only after the operational structures have been experimented with so that both parent and caretakers can develop warm and trusting relationships

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* Family Day Care Homes are one example of developing and utilizing neighborhood resources as child care arrangements. Harlow (1975) presents another example in describing "village childrearing in the city".

## Cyclical Lifestyles for Parenting

Cyclical lifestyles, where work takes up less time and is interspersed with time off for education or other activities, is forecast for the near future (Best, 1978). This forecast suggests another possible path for parents and child-rearing in the future. This lifestyle would allow parents more time with their children. For example, in Sweden, paid maternity and paternity leaves (Levine, 1976, WSJ, 1979) are given to parents of infants. In addition, part-time jobs with benefits could be maintained when the child was older. Either one or both parents could be a part-time worker. "Flexitime" would be another way of making it easier for parents to work and be with their children. For example, parents could come home from work at 3:00 to be with their children when they come home from school, thus alleviating the need for latch-key services. This path provides a balance between parenting and developing a career. It is dependent upon employers understanding the importance of child-rearing as opposed to seeing parents as risks because they have young children. The benefits of this path are: 1) Parents are given time and support for being parents, 2) Both parents can take some responsibility for their children as well as pursuing a career. 3) Parenting could take on a new, more relaxed image and be seen as a natural part of the life cycle. The need for formal child care would be less than is presently needed and the structures needed would also be different.

While the forecast suggests a decline in time spent working, economic factors are still forcing parents into full-time jobs. Some of the problems with this path are: 1) That only professional jobs would pay enough for parents to work part-time, this would exclude a large group of persons (Levine, 1976). 2) It may be difficult for persons in professional careers

to keep up with their fields by only working part-time. 3) It may be difficult to convince employers that employees who are parents of young children are assets to their companies. This path appears to be a feasible compromise between full-time work and full-time parenting. It is an interesting possibility that should be further explored.

These paths are presented as alternatives that are not necessarily mutually exclusive. They attempt to look at longer range possibilities and their possible impacts on our culture. There are some persons (e.g. Esfandiary, 1973) who see the dissolution of the family as the most preferrable future, where child-rearing and bearing are both institutionalized with the support of genetic and communication technology. Esfandiary's basic assumption is that children belong to no one in particular but to everyone in general.* I do not foresee this type of global society emerging in the near-term future, but the basic questions raised about who should rear the children are valid and the cultural assumptions attached should be evaluated. There is a need to generate more alternatives for child-rearing so that the choices we make are the best choices, not the only choices. The long-range and cultural impact of these alternatives must be carefully evaluated so we know where the different paths may lead our children and our culture.

## General Goals as a Guide to the Future

These general goals were developed by considering the parents' responses and some of the alternative paths available. They are presented as a guide to creating and developing positive futures for young children and their families. As such, a number of assumptions about "good" values are made.

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* The mother-child bond is seen to limit human adaptability and the capacity to form multiple love relationships, and therefore is undesirable.

Goals are normative in nature and are not perceived as objective extensions derived from the data. They assume: 1) that children are important, that 2) both men and women are responsible for the care of children, and that 3) communities have a responsibility to children. These assumptions are value-laden and are presented as such. The study data and other sources are used where possible to support the goals. The goals are general and offer flexibility in terms of alternative means of accomplishing them, but also provide specific direction. These goals should be carefully considered and reconsidered for they lead us in new, sometimes unexplored directions. As we begin to explore these directions, we should be willing to change if change is warranted.

1. To explore and discuss community responsibilities for young children and their parents.

This goal is a long-term goal that assumes that discussion, debate, and action should be recurring phenomena. It also assumes that there are some community responsibilities for young children and that the community should also provide a supportive environment for the child-rearing responsibilities that parents have taken on. It is clear from the study that parents expect financial support for child care programs (See Sections VI and VIII). The different paths described indicate that economic and social support from the community can be developed in a number of ways. Different alternatives for defining community responsibility should be explored and choices made by the community. It is the responsibility of the child care community to develop these choices and present them to the larger community for evaluation and implementation.

2. To experiment with new structures for child care.

This long-range goal suggests that there are a number of alternative structures for child care that could be created. The study only explored

eight structures for care. The different paths to the future point out the need for developing alternative structures to adapt to different social, cultural and economic changes. The projections made from this study of the structures that parents desire indicate that the arrangements would cost millions of dollars for South Minneapolis alone.* This emphasizes the need for more money for child care, but also different structures or types of programs need to be considered as opposed to just getting the money and building more day care centers and nursery schools. New structures should be designed and tested so that more and better choices become available to parents. These structures should be responsive to parents' and children's changing needs and values as well as economically feasible.

3. To move towards a redistribution of resources so that young children and their families are given the economic support they deserve.

This goal is an obvious choice as a continuing long-range effort. The study provides evidence that more parents (80% would like formal care for 4 and 5 year olds) need child care now than ever before. The costs of good care (approximately $2,000 per year) are almost impossible for the average family to pay without some assistance** and these costs are going up. Parents would like to see child care subsidized, yet there has been no firm commitment to child care as a shared economic responsibility. The present funding structures are not a stable source of income for child care because the importance of diverse forms of child care for all parents is not accepted at the local, state, or federal level. The child care community must continue to document

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* An analysis of only Philips Neighborhood indicated that 1-2 million additional 1979 dollars would be needed to fulfill the present need for child care using the present preferred structures.

** Kenniston (1977) illustrates how difficult it is to add child care costs to the family budget.

the need and explain the importance of economic support for young children and their families. All of the future paths suggested would entail some economic cost, whether it be to pay parents to stay home (paid maternity or paternity leaves), to build more and better child care institutions, or develop family day care. The physical, social and psychological development of young children is important and quality care, whether it be provided by parents or professionals, is costly. More resources need to be invested to insure that young children will grow and develop as healthy, happy, and creative persons.

4. To decentralize care arrangements so that neighborhood centers are available to neighborhood children.

The long-range goal here is to make communities and neighborhoods more self-sufficient and have more control over their child care structures. The quote that began this section expresses the problems with too much government intervention. The parents (85%) said that they wanted care in their own neighborhood with the exception of a small group that would like care at work (10%) and an even smaller group that would like their children bussed (5%) to centers). The preferred image was a neighborhood program within walking distance. The purpose of decentralization as a goal is to provide easily accessible care as well as develop a friendly atmosphere where parents could have more control over child care settings. It is important to provide a diversity of arrangements within the community to reflect the diversity of needs. More community surveys such as the present study would be one way of beginning to decentralize. In addition, specific policies and programs should be developed at the neighborhood level as opposed to the county, state, and federal levels.

5. To help define important and respected roles for children in society.

This goal makes the basic assumption that children are important members of a culture and should be respected as such. Our culture seems to discount the role of children as contributing members of our society. Both the environment and the social system as structures do not include children in the mainstream of society but rather isolate children into separate institutions (see Farson, 1974, and Boulding, 1978). The issue of children's rights has been one point for rallying around the importance of young children. This goal is abstract in the sense that it deals with cultural values which depict children as dependent, dumb, demanding, cute, etc.. The goal is to explore alternative images or values so that children can begin to be seen as important members of society and be given roles for developing their potential contributions to society. This view attempts to go beyond children's rights by exploring children's responsibilities. This notion seems consistent with parents' descriptions of important child behaviors such as respect for others, good self-concept, sharing, and independent. The different paths to the future also suggest that children need to be seen as more important before certain changes are likely to occur. This task demands that some thought be given to the possible redefinitions of childhood towards more positive and respected images (e.g. Boulding, 1978). While this goal is not tangible, its implications in children's lives and experiences are extremely important.

6. To change sex role patterns so that men become more involved in the care and responsibility for young children.

This goal is derived from one of the possible paths to the future. The parents in our pilot study did indicate a desire for more involvement from men as caretakers in child care programs. The study also provides some evidence that men are probably taking less responsibility for children and their

care, i.e. the high number of single mothers in the study. In our changing society the women's movement has questioned the amount of responsibility that women are forced to take for children. This challenge to men to take an equal role in child-rearing has been neglected with a few exceptions. There are many reasons for this, but the point remains that men could and should take more responsibility for children. This goal assumes that it would be beneficial to men, children, and society in general if men actually took more responsibility for children. The ways to work towards this goal will have to be created by men and women who accept this as an important goal. It is not an easy or simple task but as a long-range goal it will change men's lives, women's lives, and children's lives as well as society.

7. To design environments that are sensitive to children's and families' needs.

This long-range goal does not refer to creating child-centered institutions with small tables and chairs--we have that already. What it describes is an effort to make our urban physical environments convivial (i.e. friendly) to children's and families' needs. The city has become a dangerous jungle for young children because they were not considered in its design. For example, crossing the street is a skill that must be learned without mistake, for mistakes are often fatal. This goal means that we promote environmental changes that are in the interests of young children's welfare. Environments that are safe, open and stimulating provide excellent learning opportunities for children. It might also mean less child care (especially the care centered around safety issues) as we now know it. This is a tangible but large and long-range goal that would improve children's lives and change our structures and need for child care.

These goals are presented in general terms as challenges to those concerned with children. More specific short-term goals should be defined by the child care community. The hope is that the discussion of long-range goals has provided a broader context for considering short-term goals. The general character of the parents' concerns and needs are embodied in these goals, although the present structures for providing child care are questioned from many perspectives. It appears that the 1980's will be an important time for choices as economic and social pressures force a reconsideration of the present state of child care. It is a time for raising basic questions about the importance of children and families. It is also a time for generating alternatives for child care so that workable choices can be expanded.

It has been over three years since the idea of a needs assessment study in South Minneapolis was first conceived. It has been a year now since the data collection began. The preliminary results were used for the proposal review process in January, 1979. The new NSA regulations essentially changed the nature of the proposal process, limiting the number of programs eligible for Community Development Block Grants. While the study provided a guide, its utility was limited because of the lack of funds for child care.

A rough draft of this report was made available to the entire Southside Child Care Committee in June. Many controversies developed about how the data should be used, whether the results reflected the real needs of parents and what paths we as a committee would like to endorse and follow. The report in many cases increased our uncertainty about the child care goals we have been pursuing, the kinds of care that parents really want and what directions to follow in the future. The alternative paths presented did not clearly point out what direction to take, instead, they raised questions about a number of possibilities. This increase in information about parent needs and desires and possible child care and rearing alternatives creates a more complex picture of child care. This makes planning and decision-making for the future a difficult task.

There are some certainties that do emerge from the study. First, parents do have a real need and desire for more child care. Second, we do need more money for our children no matter what structures are used. Third, there are not enough programs to meet the expressed need now, and that need is likely to increase in the next 10 years.* Fourth, parents need diverse forms of child

* The projections for the future suggest that the population decline of children 0-6 has leveled off and will continue at a steady level for the next 10 years with a slight increase by 1990. The need for child care should then continue to increase over the next 10 years if the present trends towards single families and two working parent families continue.

care because of the diverse lifestyles and beliefs about children and child-rearing. There are no right paths for everyone; the sooner we realize that no one right answer exists, the quicker we can get about the business of creating child care programs to fit the diverse needs represented in the study.

This study does provide some guidance for future planning and program design. The SSCCC is now in the process of setting goals for itself. The study can provide a useful resource for this process. The study also documents the need for more care and more money and can be used in lobbying for these at various levels of government. How useful the study is remains to be seen. It should be perceived as part of an ongoing process for creating quality child care settings. Collecting information from and involving parents is a key link in the process, but the design, implementation, and evaluation of goals and programs is the next step. This is the end of the study, but the work remains unfinished.

APPENDIX A

Questionnaire: Round I

CHILD CARE NEEDS ASSESSMENT

SURVEY FORM

ROUND I

_____ Code #

Interviewer _____

Date of Interview _____

Contact Person _____

Address _____

Telephone # _____

Neighborhood _____ NSA _____

I. FAMILY INFORMATION

1. Person interviewed: Mother _____ Father _____.

2. Marital Status of Respondant: Married & living together _____.

   Living together _____, Single Parent _____.

3. Age of Parents: Mother (if living in the home) 14 - 18 36 - 45
   18 - 25 46 - 55
   26 - 35 56 +

   Father (if living in the home) 14 - 18 36 - 45
   19 - 25 46 - 55
   26 - 35 56 +

4. Parents educational background:

| Mother | Father |
|---|---|
| a) some high school | a) some high school |
| b) H.S. graduate | b) H.S. graduate |
| c) some college | c) some college |
| d) college degree | d) college degree |
| e) graduate work | e) graduate work |

5. Age(s) and sex of all children in the family

| Age | Sex |
|---|---|
| a) _____ | _____ |
| b) _____ | _____ |
| c) _____ | _____ |
| d) _____ | _____ |
| e) _____ | _____ |

6. Average family income per year for the last three years.

   a) 0 - 3,999
   b) 4,000 - 6,999
   c) 7,000 - 9,999
   d) 10,000 - 14,999
   e) 15,000+

*7. Source of income - _____.
(specific description of work not necessary)

II. Information on Target Child: In this section we would like to get some information about your child _____ (name of child under 3). It will help us to better understand what kinds of care he/she has or is receiving and about any special needs that _____ may have.

8. In what month of your pregnancy with _____ (name) did you begin to receive prenatal care? _____

9. How many prenatal visits did you have when you were pregnant with _____?

10. Does _____ have any special needs? Yes_____ No_____. For example does he or she have any physical, behavioral or learning problems? What are these? (if no problem move on to #13

_____

_____

_____

11. Is _____ receiving help with these problems? Yes _____. No _____.

12. Do you feel _____ needs help and if so what kind Yes _____. No _____.

_____

_____

13. What are the present arrangements for your child's care when you need someone to watch them? (more than one answer is okay)

a) _____

b) _____

c) _____

14. If your child is not presently in an ongoing child care setting and you need child care what are the reasons for no care at this time?

_____

_____

_____

15. If any of the following types of child care were available right now, what would be your top three choices? (rank the choices 1,2, and 3).

a) Child Care Center
b) Nursery School
c) Parental Care
d) Drop by Center
e) Relative/ Friend
f) Family Day Care Home
g) Play Group
h) Public School
i) Parent Co-op
j) Evening Care

1. _____
2. _____
3. _____

combinations should be considered a single choice, for example parental care & Drop - in Center would be one choice.
k) Other

16. What are the times you need care right now? Fill in time for each day.
Example: Monday - 8:30-1:00 p.m.

| Sunday | Monday | Tuesday | Wednes. | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| From: | From: | From: | From: | From: | From: | From |
| To: | To: | To: | To: | To | To: | To: |

17. How much do you feel you could afford to pay per child for 1 week of full time (40 hrs) care? _____

III. Qualitative Aspects and Program Design: In this section we would like to get some ideas from parents about the kinds of programs you would like to see in your neighborhoods.

18. What are the three most important behaviors you would like your child to develop? (use 3 words to describe how you ideally would like your child to be.)

a) _____
b) _____
c) _____

19. What are the three most important characteristics you would like the person taking care of your child to have?

a) _____
b) _____
c) _____

20. What do you feel are the three most important aspects of a child care program? Aspects might be who; what activities; when, where and cost; which ever of these you feel is most important.

a) _____
b) _____
c) _____

*21. What are 3 aspects of your culture you would like child care provider to make apart of your child's care? (Culture means important parts o your back ground that you feel should be part of a program that your child is in.

a) _____

b) _____

c) _____

22. Would you prefer your child to be cared for:

a) in your home
b) in a neighborhood center within walking distance
c) bussed to a center
d) at your work place
e) family day care home or family home in neighborhood
f) program in your building or on your block

23. Why? _____

_____.

24. What type of involvement would you like to have in a program (for example, help to design the curriculum, be a member of the policy-making board, volunteer in the classroom or other things you can think of.

1) _____

2) _____

25. What kind of funding or financial support should programs have?

a) Government provides free child care to parents
b) parents paying total cost of care
c) Sliding fee scale (Government pays part/parent pay part)
   (1) Parents Assistance Fund (parent choose program and PAF pays part of cost to program and parent pays rest to program)
   (2) Government pays sum of money to program (programs reduces cost according to income and parents pay rest)
d) Parents work in program to pay part of costs.
e) Other _____.

IV. Future Needs: This section tries to help us understand and plan for the kinds of programs parents would like to send their children to in the next couple of years. While you may be uncertain about the kind of child care you will need it will help to know what kind of child ca you think you'd feel best about your child receiving.

26. List two top choices for each year for each child. (combinations should count as one choice.) List all children under 6 years. (This means all children born after September 1, 1972.)

TYPE OF PROGRAM

a) Child Care Center
b) Nursery School
c) Drop-by
d) Parental Care
e) Latch-Key
f) Friend/Relative
g) Family Day Care Home
h) Play Group
i) Public School
j) Parent Coop
k) Other_____

child number _____ Age _____

| | 1979 | 1980 | 1981 |
|---|---|---|---|
| 1st choice | | | |
| 2nd choice | | | |

child number _____ Age _____

| | 1979 | 1980 | 1981 |
|---|---|---|---|
| 1st choice | | | |
| 2nd choice | | | |

child number _____ Age _____

| | 1979 | 1980 | 1981 |
|---|---|---|---|
| 1st choice | | | |
| 2nd choice | | | |

child number _____ Age _____

| | 1979 | 1980 | 1981 |
|---|---|---|---|
| 1st choice | | | |
| 2nd choice | | | |

27. How long do you plan on living in this neighborhood? _____ _____years.

28. What kinds of services for your child would you like to see develop in your neighborhood?

_____

_____

_____

29. What kinds of services for parents would you like to see developed in your neighborhood?

_____

_____

_____

_____

APPENDIX B

Questionnaire: Round II

NEEDS ASSESSMENT

SOUTHSIDE CHILD CARE COMMITTEE

ROUND II

_____CODE #

Date _____

Interviewer _____

Name of Interviewee _____

Neighborhood _____

_____

1. Which kind(s) of care do you prefer for your child when s(he) is an infant (0-1½)?

Rank first two choices

1) child care center
2) nursery school
3) drop - by
4) parental care
5) latch key
6) friend / relative (babysitter)
7) Family Day Care Home
8) play groups
9) public schools
10) parent co-op
11) combination of above
specify _____
_____
12) other specify _____
_____

2. Which kind(s) of care do you prefer for your child when s(he) is a toddler (1½ - 2½).

Rank first two choices

1) child care center
2) nursery school
3) drop - by
4) parental care
5) Latch key
6) friend / relative (babysitter)
7) Family Day Care Home
8) play groups
9) public schools
10) parent co-op
11) combination of above
specify _____
_____
12) other specify _____
_____

3. Which kind(s) of care do you prefer for your child when s(he) is a preschooler (2½ - 5)

Rank first two choices

1) child care center
2) nursery school
3) drop - by
4) parental care
5) Latch key
6) friend /relative (babysitter)
7) Family Day Care Home
8) play groups
9) public schools
10) parent co-op
11) combination of above
specify _____
_____
12) other specify _____
_____

We have taken the most often given answers from the first survey and would like you to look through each list and choose the 4 most appropriate answers and list according to importance (# 1 being the most important).

1. Which are the (4) most important behaviors you would like your child to develop? Rank in order of importance.

_____

_____

_____

_____

1) sharing
2) curtious
3) learning to relate to other children get along well / respects others
4) independent
5) kind
6) loving
7) cooperative
8) curious
9) good self concept
10) friendly / outgoing
11) obeys / follows instructions / discipline
12) polite
13) honest
14) sence of responsibilities
15) sharing skills
16) attentive/ listens to othess
17) happy / cheerful

2. Which are the (4) most important aspects of a child care program? Rank according to importance.

_____

_____

_____

_____

1) cost
2) location
3) caretakers / staff
4) activities
5) field trips
6) times open
7) nutrition/ what food they serve
8) philosophy
9) peers
10) safety
11) enviorement
12) educational
13) physical activities
14) group activities
15) adult - child ratio
16) child - centered

3. Which are (4) aspects of your culture you would like child care program to make apart of your child's care. Rank according

_____

_____

_____

_____

1) music
2) Indian culture
3) Black culture
4) muli - cultural respect
5) books
6) religion
7) art
8) food
9) sence of family
10) affection
11) sharing
12) respectful
13) ethnic background
14) Spanish culture
15) holidays
16) history
17) second language _____

4. Which are the (4) most important characteristics you would like the person taking care of your child to have? Rank according to importance.

_____

_____

_____

_____

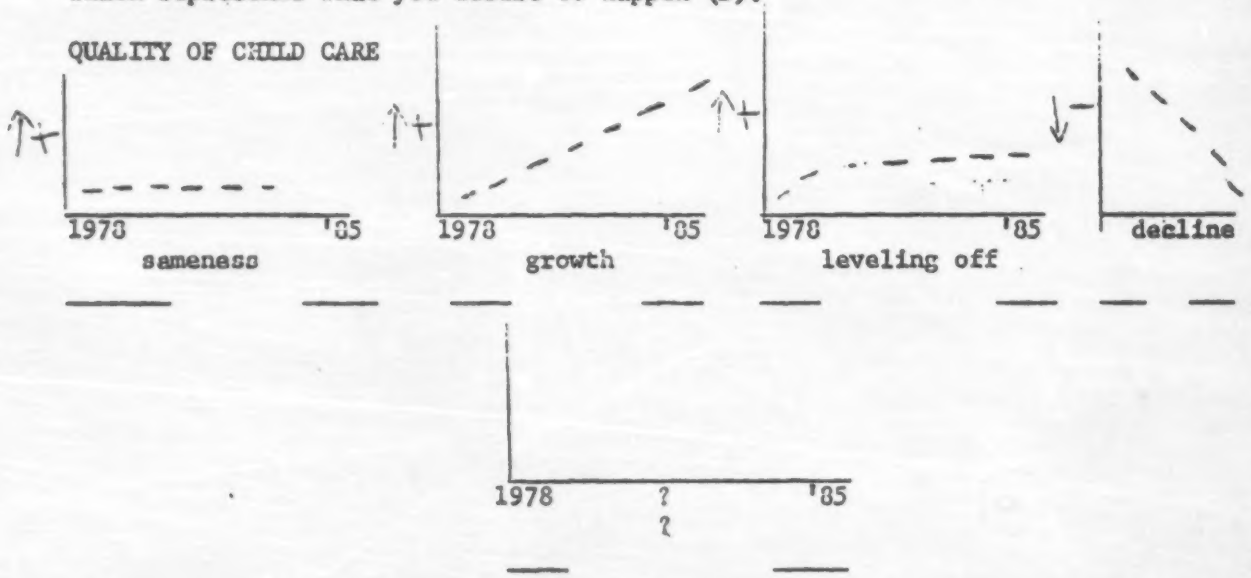
1) loving / caring
2) patience
3) understanding of children
4) loves kids and work
5) works well with children
6) responsible/ dependable
7) nurturing / warm
8) be able to handle discipline
9) gives good attension to children
10) cleanliness
11) reliable/ trustworthy
12) honesty
13) fairness
14) friendly
15) stable emotionally
16) consistent
17) kind
18) good sence of humor
19) creative
20) gentle nature

5. Would you use the following service? (How important is this service to you).

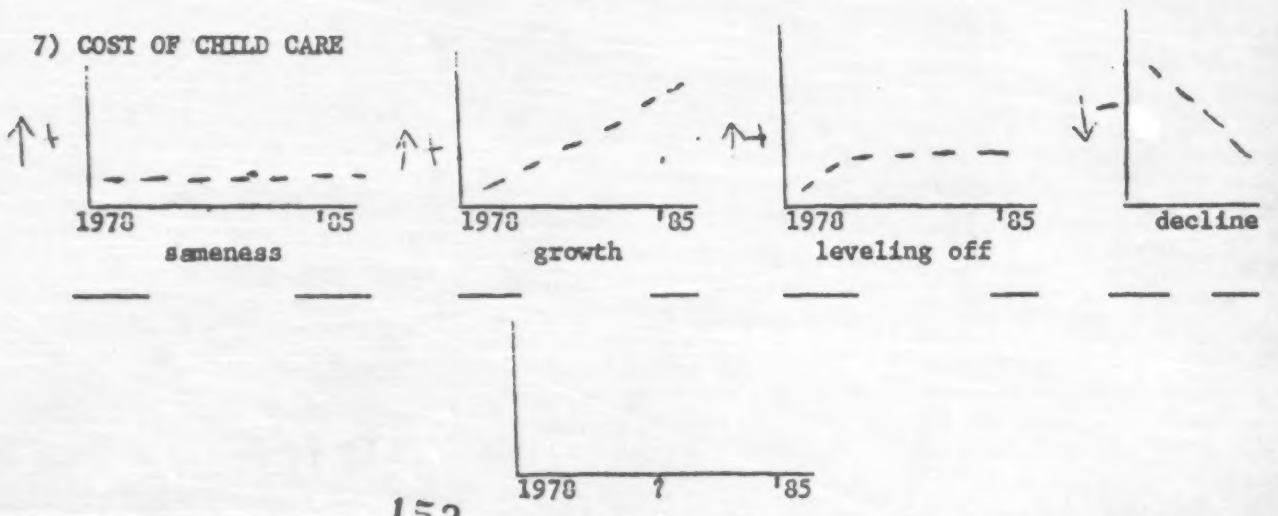
| | YES | NO | very important | import. | not needed |
|---|---|---|---|---|---|
| 1) organized park & playground activities | | | | | |
| 2) more parks | | | | | |
| 3) play groups | | | | | |
| 4) nursery schools | | | | | |
| 5) drop in center | | | | | |
| 6) co-op day care | | | | | |
| 7) adult classes | | | | | |
| 8) parent discussion groups | | | | | |
| 9) single parent groups | | | | | |
| 10) family oriented activities | | | | | |
| 11) Neighborhood Newsletter | | | | | |
| 12) parent education | | | | | |
| 13) day care centers | | | | | |
| 14) toy-lending library | | | | | |
| 15) neighborhood health clinic | | | | | |
| 16) parent counseling | | | | | |
| 17) Resource Center | | | | | |
| 18) Work & skills sharing organization | | | | | |
| 19) babysitting network | | | | | |
| 20) Childrens Museum/Cultural Center | | | | | |

Future Directions of Children's Service: . The following questions are an attempt to learn more about how parents look at certain child care policy issues. Your images of the future will help us to better understand what you think about the issues. In each question you will be asked to pick a graph that best pictures what you think the future looks like - this is then labeled P for "Probable Future". Then we would like you to pick the graph that pictures the future development that you feel is most desireable. In each case a new graph can be drawn if the four graphs are not accurate pictures for you.

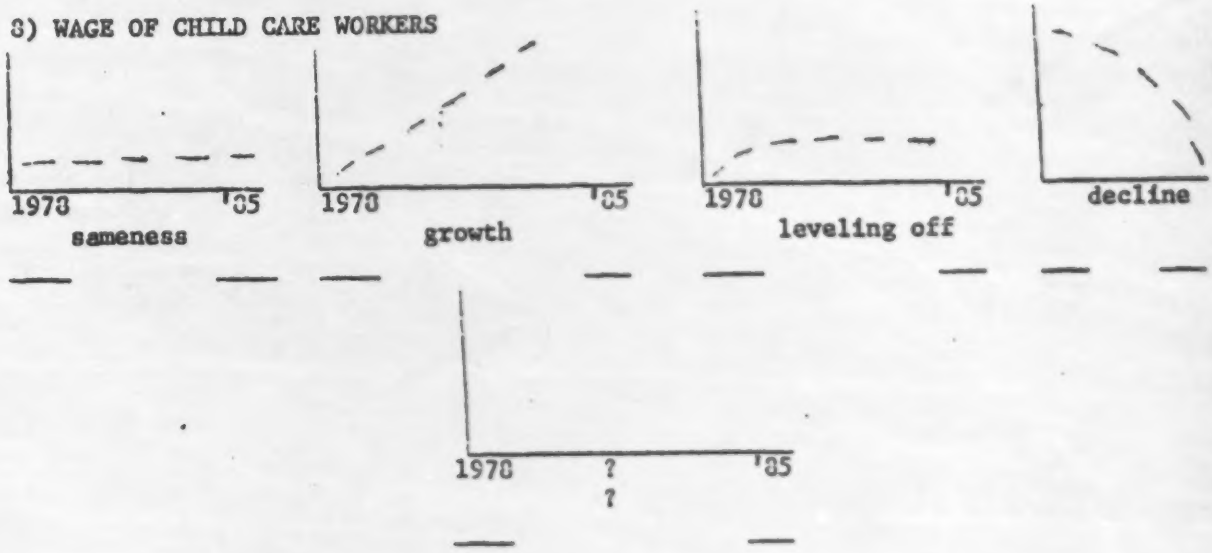
6) Choose which graph you think represents what will probably happen (P) and which represents what you desire to happen (D).



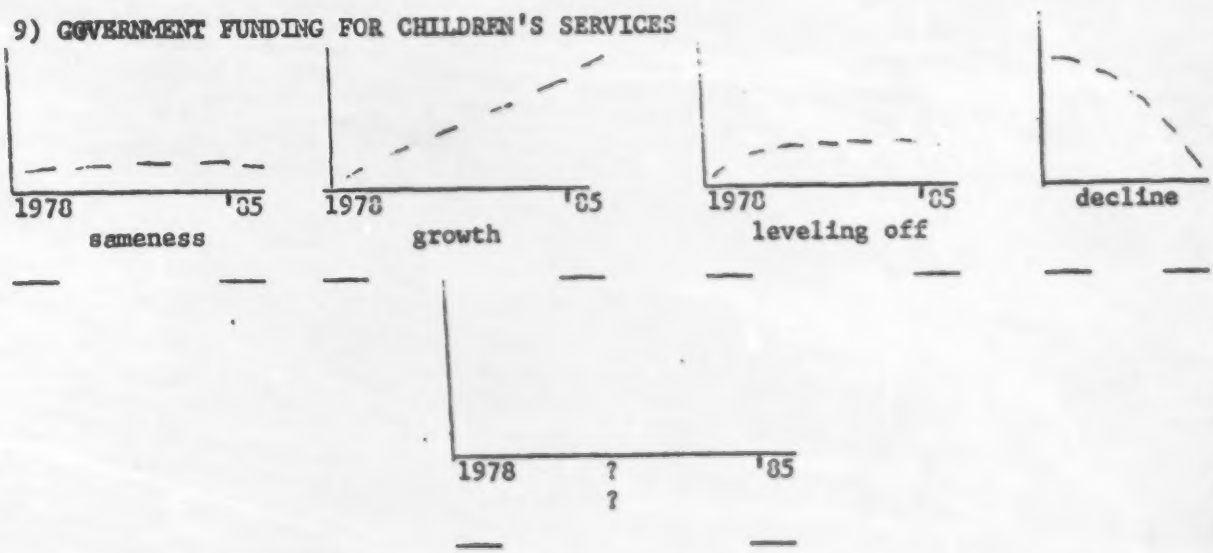

7) COST OF CHILD CARE



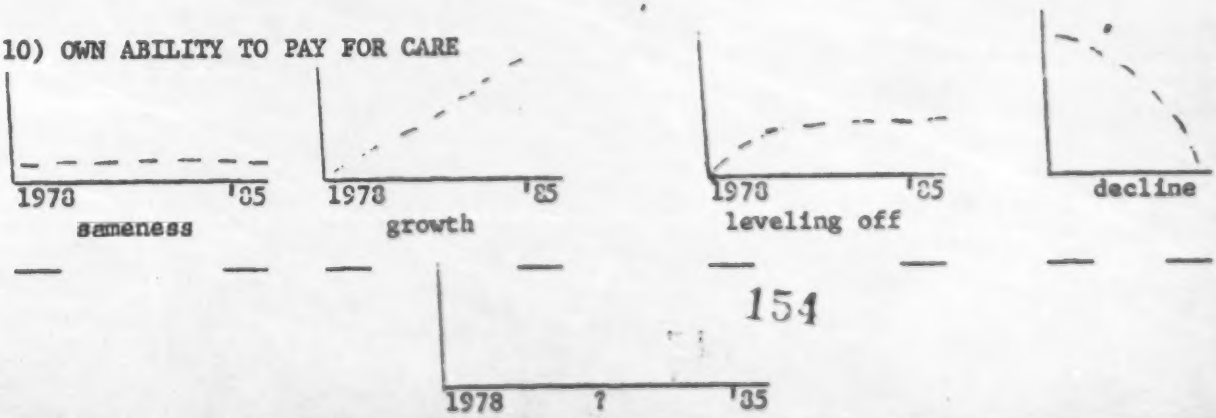
8) WAGE OF CHILD CARE WORKERS



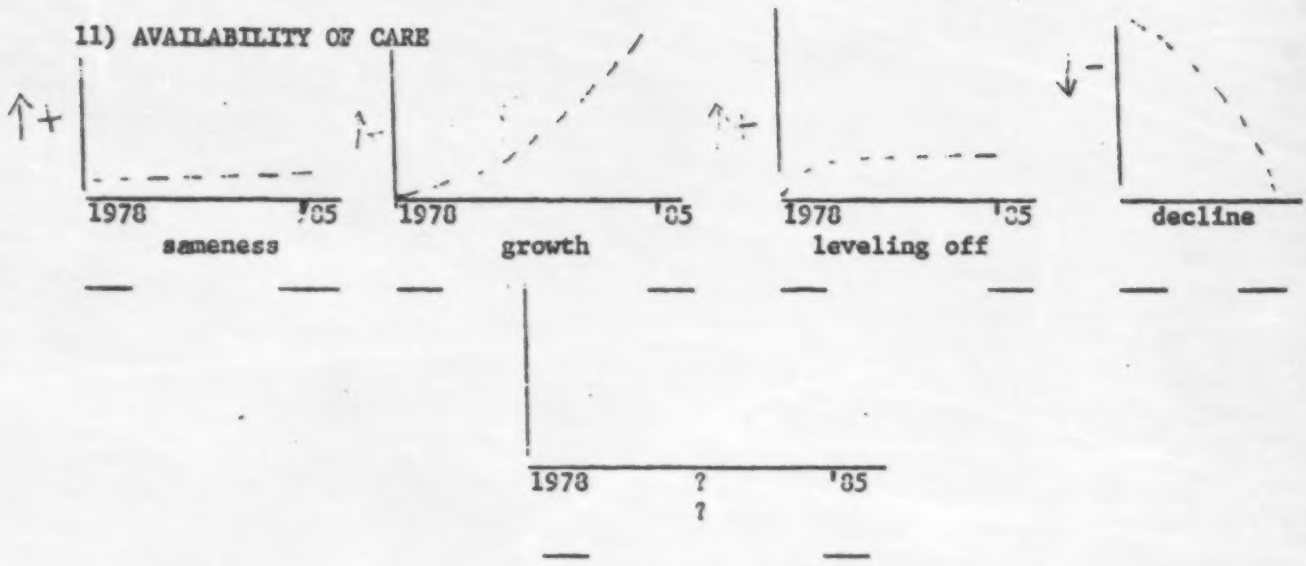

9) GOVERNMENT FUNDING FOR CHILDREN'S SERVICES



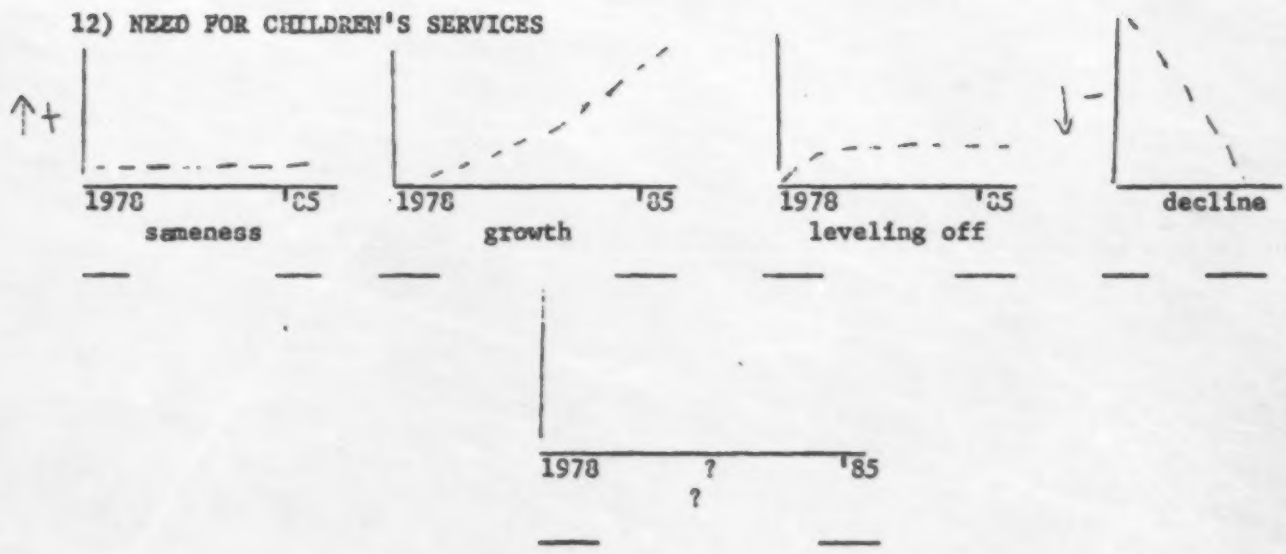

10) OWN ABILITY TO PAY FOR CARE



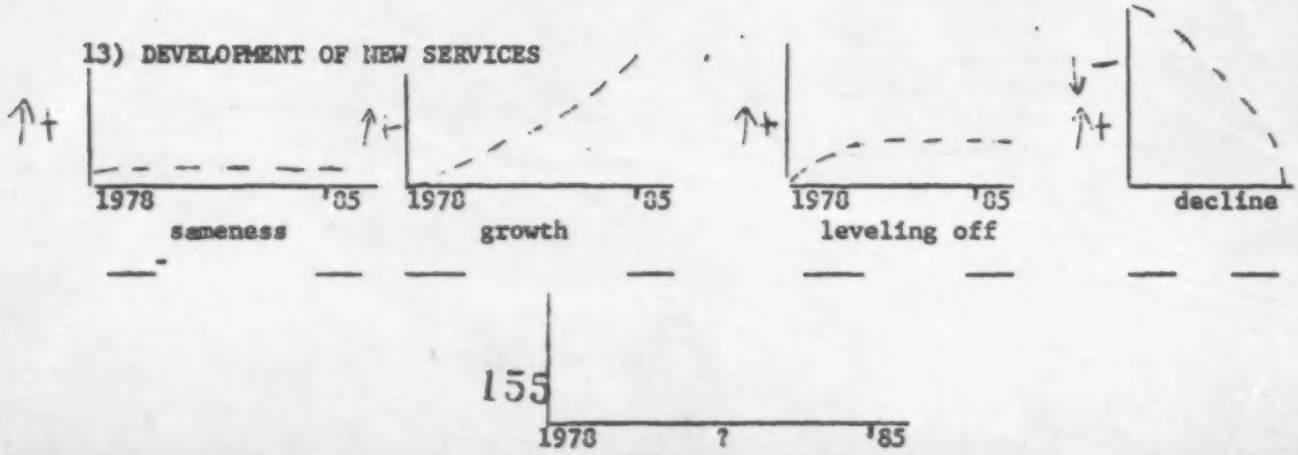
11) AVAILABILITY OF CARE




12) NEED FOR CHILDREN'S SERVICES




13) DEVELOPMENT OF NEW SERVICES



What did you learn from being involved in this survey?

_____

_____

_____.

Would you like to be on S.S.C.C.C's mailing list or get the Child Care Resource Center's newsletter?

_____.

Would you like to become involved in Southside Child Care Committee?

_____

_____

_____.

Would you be interested in attending the neighborhood meeting we will be holding to present the results of this survey.

_____

_____

_____.

Added Comments:

_____

_____

_____.

APPENDIX C

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